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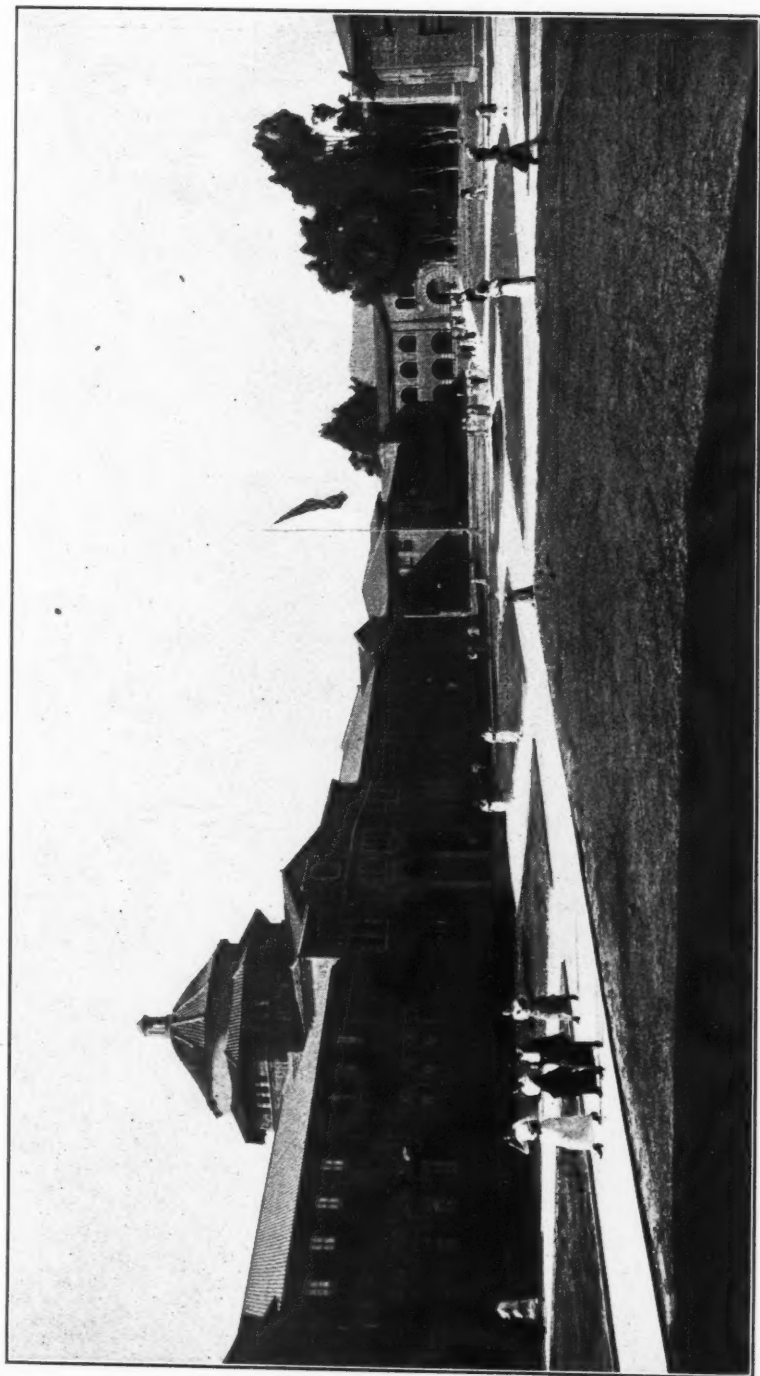
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State Normal School, Los Angeles, California
Part of the Quadrangle, Administration Building at left, Training School in distance

Editorial.

ARTHUR HENRY CHAMBERLAIN

Two years ago great interest was manifest in the proposition to do away with the poll tax. This year the matter was again put forward, but with forty-eight proposed amendments and an omnibus THE POLL TAX ballot to perplex and annoy, no heed was given the poll tax amendment until the eleventh hour.

The letter sent out by the President and Secretary of the Council to superintendents, principals and others and to newspapers, was given wide publicity in the short time before election. Indeed, had this letter been sent out four weeks earlier and had the September issue of the SIERRA EDUCATIONAL NEWS dealt with the necessity of action in keeping upon our statutes the poll tax law, the measure to abolish would have been defeated.

No provision is made to supply from other channels the major portion of \$1,000,000 coming from the poll tax, that now goes into the school fund. In all constructive legislation, provision is made for a substitute measure, if one is needed. Our schools need more money, not less. Here we have another illustration of the necessity for all teachers working together unitedly for that which influences the schools or themselves.

Of the important results growing out of the meeting of the Council of Education in Los Angeles, not the least was the appointment of a Legislative Committee of five. This committee will have active charge of constructive educational legislation during the coming session of the legislature.

At the last legislative session more than 100 bills touching educational measures were proposed. Many of these were harmless; some were vicious; a very few were necessary. Some of these latter were lost in the rubbish heap, as no one man or set of men, however well meaning, can possibly study intelligently more than a few measures at the most.

Three or four pieces of constructive legislation were enacted into law. This legislation was made possible only because the teachers and educational interests from every portion of the state united on essentials. The California Council of Education furnishes the channel through which all can work. The SIERRA EDUCATIONAL NEWS advocates a coming together on great issues and the elimination of politics and selfish interests.

Our accredited representatives, the Senators and Assemblymen at Sacramento, are sent there to work in the interest of the many, not of the few. They are business and professional men of standing, anxious to do

that which is to the advantage of our great state. They do not pretend to know intimately of the needs of the schools as the educational folk know of them. If the Council of Education, working through the legislative committee, and backed by every member of the California Teachers' Association, will center upon *a few vital* educational issues; will *study* these *thoroughly* and present to the proper legislative authorities in *brief, definite, business like, clean cut* fashion the necessities for enacting such measures into law, we shall be heard and our wishes respected. *

California's educational organization stands unique. In our educational system the individual teacher is supreme. But if cumulative results are to be *reached*, all must work together. Let every teacher in the state understand that it is not merely her pleasure, it is her duty, to give to the members of the legislative committee her best counsel and advice. What are the imperative demands we have to make upon the legislature? Let us hear from the teachers.

The reports made at the recent session of the Council and published in full in this issue, influence profoundly every teacher in the state; and every teacher in the state should read thoroughly

STATE TEACHERS' BUREAU every one of these reports. Much has been said recently on the establishment of a State Teachers' Bureau. In her report, Miss Edith Hodgkins suggests that the State Board of Education establish a State Teachers' Exchange, to be placed in charge of a director appointed by them; that those who are entitled to join shall pay an annual fee of \$3.00; that this Employment Bureau shall furnish to school boards, superintendents, and others, information as to teachers, and to the latter, notices of vacancies.

At the last session of the legislature, a measure relating to a State Teachers' Bureau was defeated, and properly so. If such a bureau is to be established it must be along the right lines. There should be no opportunity for favoritism, or for the cry of "graft." And some plan must be devised whereby the *personal element* in the candidate can be given full consideration. For after all, it is personality, fully as much as scholarship and professional ability, that produces the real teacher.

Then, too, a further plan must be devised such that the particular teacher shall fit the particular job. That one has made a success in one position is no absolute guarantee that he will make a similar success elsewhere. Environment, conditions, community ideas and ideals differ as widely as do teachers themselves. To be of the greatest value, a teacher must fit.

Study this report. It points in the right direction.

We rejoice that the small colleges, privately foundationed, have been exempted from taxation. These institutions are doing a work which the greater universities at Berkeley and Stanford cannot do. With the larger high schools offering two additional years of work and the small colleges doing successfully the Freshman and Sophomore years, the larger institutions are left free to do real university work, and the young people are permitted to remain at home for two years beyond high school graduation.

It is quite clear, however, that if these small colleges are to be freed from the tax load, and are to be considered quasi-public institutions, that there should be some sort of public supervision. The control from within may be directed as now, but a general control and oversight could well be given by the state. The time is not far away when there will be a closer union of interests than now pertains, as between the public schools of the state, the institutions on private foundation, and the universities.

This journal was using its influence in the interest of all the people when it championed the cause of the small endowed college and the voting of \$1,800,000 for the State University at Berkeley. The don't-care or unthinking are inclined to growl at the increase in taxes, and blame this increase largely to the demands being made in the name of education.

As a matter of fact, hardly a man in the state who smokes "a good cigar," but who spends more daily on this luxury than he has in the increase in taxes for strictly educational purposes, for two or three years past. The saving of a few dollars in taxes, or on a salary, or in a shortened school term, or in equipment, or in needed buildings, may mean a loss of thousands in educational efficiency and direct result. The so-called business man is the one who frequently allows *sentiment* and not business sense to rule his judgment.

Suppose a paper boy upon the street sells daily twice as many papers as do any of his associates. Through intelligence, energy, business sagacity, persistence, analysis of methods that bring results, courtesy, tact, initiative, adaptability to individual traits and temperament, this boy brings to himself not only, but to his employers a return upon investment much greater than that secured by his fellows. But suppose further, that

the salary schedule is a fixed quantity. Ability, above a certain required minimum, counts for nothing. There are meets and bounds that cast all paper boys in the same mould. No premium is placed upon diligence or efficiency. Under such conditions how long will the diligent, efficient boy continue to be diligent and efficient? How long will he consent to remain in his present position? What incentive is there for his fellows to bend their energies toward the efficiency standard? What incentive, aside from the necessities of bread and butter getting, are offered the promising boy to enter the particular field of paper selling?

Behold, a teacher went forth to teach, and by persistence and professional spirit, and high moral courage, and excellent precept and noble example, and abundant common sense, and love of children and "teaching ability," coupled with years spent in the pursuit of knowledge, she proved herself to be a student in the *science* of education and in the *art* of teaching. Optimistic and open minded and with an understanding of relative values, she worked in harmony with her fellows and was surrounded by her class of happy, contented, interested, studious, clean thinking boys and girls. Not satisfied with being a "good teacher," she studied to become a better one. Then finding that the stipend regularly received at the end of the month was all too small, she gracefully made request that ten per cent be added to her annual income.

Then came the superintendent of schools in that town, backed by the school board and with one voice they cried "Go too"! Who is this heretic who dare traduce our traditions? Doth she not teach in the peach blossom school, over against the fifth ward, a grade, known since the time of our grandfathers as the third? And doth it not appear that since the dawn of the educational system in this land, where in every other occupation save teaching, individual work and worth are recognized, that teachers in a given grade in school, receive each the same number of pieces of silver? It is *schools* and *grades* and *text books* and *courses of study* and *systems* and *methods*, that we are called upon to consider, and not the individual boy and girl. Get thee back unto the grade known as the third in the school in the fifth ward in peach blossom district. And shouldest thou again murmur against the traditions of our fathers in general or the rules of this board in particular, verily thy position shall be declared vacant. And we shall call unto it a novice, versed only in knowledge of subject matter, who, having passed the examination or with the Normal School parchment in her belt, is willing to teach from a book the things that are prescribed.

Here endeth the lesson.

COUNTY SUPERINTENDENTS, 1914-1918

Alameda.....	*†Geo. W. Frick
Alpine.....	†Josephine Vallem
Amador.....	*†W. H. Greenhalgh
Butte.....	*†Minnie S. Abrams
Calaveras	†Teresa Rivara
Colusa	†Perle Sanderson
Contra Costa.....	*†W. H. Hanlon
Del Norte.....	*†J. M. Hamilton
El Dorado.....	*†S. B. Wilson
Fresno.....	*†E. W. Lindsay
Glenn.....	*†S. M. Chaney
Humboldt	*†Geo. Underwood
Imperial.....	†Arleigh P. Shibley
Inyo.....	*†Mrs. M. A. Clarke
Kern.....	†L. E. Chenoweth
Kings.....	†J. E. Meadows
Lake.....	†Miss Minerva Ferguson
Lassen	†Fred Bromhouse
Los Angeles.....	**Mark Keppel
Madera	*†Craig Cunningham
Marin.....	*†Jas. B. Davidson
Mariposa.....	*†John L. Dexter
Mendocino.....	†Mrs. A. Porterfield
Merced	*†Margaret Sheehy
Modoc.....	*†Mrs. N. B. Harris
Mono.....	†Mrs. A. M. Hays
Monterey	†Geo. Schultzberg
Napa.....	†Lena A. Jackson
Nevada.....	*†R. J. Fitzgerald
Orange.....	*†R. P. Mitchell
Placer.....	†Irene A. Burns
Plumas	†Kate L. Donnelley
Riverside.....	*†Raymond Cree
Sacramento.....	†Caroline M. Webb
San Benito.....	*†W. J. Cagney
San Bernardino.....	**A. S. McPherron
San Diego.....	†John F. West
San Francisco.....	*†Alfred Roncovieri
San Joaquin.....	*†John Anderson
San Luis Obispo.....	*†W. S. Wight
San Mateo.....	*†Roy W. Cloud
Santa Barbara.....	*†Mamie V. Lehner
Santa Clara.....	*†D. T. Bateman
Santa Cruz.....	*†Champ S. Price
Shasta	†Charlotte Cunningham
Sierra	*†Belle Alexander
Siskiyou.....	*†W. H. Parker
Solano.....	*†Dan H. White
Sonoma	*†Florence Barnes
Stanislaus.....	†Frank S. Bacon
Sutter	†Lizzie Vagedes
Tehama	†Mamie B. Lang
Trinity.....	†Maud I. Schroter
Tulare.....	*†J. E. Buckman
Tuolumne.....	*†G. P. Morgan
Ventura.....	*†Jas. E. Reynolds
Yolo.....	†Harriet S. Lee
Yuba	†Jennie Malaley

*Incumbent.

**Appointed.

†Elected at primaries.

‡Elected Nov. 3d.

DIRECTORS' MEETING

The Board of Directors of the California Council of Education met in the office of Mrs. S. M. Dorsey, Assistant Superintendent of Schools, Los Angeles, on Friday evening, October 9, 1914.

There were present: E. Morris Cox, President, L. B. Avery, J. A. Cranston, Mrs. S. M. Dorsey, Miss Edith Hodgkins, Miss Agnes Howe and Secretary Arthur H. Chamberlain. There were absent: Mrs. M. E. Bernstein, Duncan Mackinnon and Mrs. Minnie O'Neil.

There were also present: State Supt. Hyatt, Commissioners Schallenberger, Snyder and Wood, Mrs. O. Shepard Barnum and E. P. Clarke of the State Board, Mrs. N. E. Davidson of Hanford and many prominent teachers and administrators of Southern California. These were accorded the privilege of the floor.

The minutes of the meeting of the old Board of Directors of April 11, 1914, and of the new Board of the same date were read and approved.

The Board discussed thoroughly the recommendations of the Auditor, Professor H. R. Hatfield, regarding a more modern plan of bookkeeping and accounts, this recommendation having been made at the suggestion of the Secretary. For some months previous to the report of the Auditor, the Secretary's office had been working toward a more efficient scheme of bookkeeping, and Mr. Lever, Business Manager, stated to the Board that a double entry system was now used and the suggestions of Mr. Hatfield being worked out in detail.

The Secretary reported that the increased rate on advertising from \$25 to \$35 per page was working to the advantage of the Association, particularly as the resolutions of last April, calling for the active support of Council and Association members in backing up advertisers, was having its effect.

The Secretary reported that it had been impossible to have a uniform membership blank for the four sections during the present year, as certain work had been done in one or two of the sections on the old forms. He emphasized the necessity, however, for some unification and for making the office of the Secretary of the Council a more direct clearing house for all memberships.

There was a prolonged discussion on making the calendar year and fiscal year identical. As the period of membership following the payment of dues in the association may be for a few months only and the official journal is sent for the entire year, an unusual amount of book-keeping results. No solution of the problem was reached.

During the summer, bids for printing the magazine had been received from firms in San Francisco and Los Angeles, and as the bid of the Bolte & Braden Company was the most satisfactory, the Committee appointed to have this matter in hand had continued with the present firm.

President Cox spoke of the importance of constructive legislation during the coming legislative session. The Board favored unanimously the appointment of a legislative committee. The Secretary recommended that the expenses of this committee to the amount of \$100 be paid. President Cox further recommended that if found necessary this committee secure legal counsel. This met with approval, the Secretary advising that if necessary a sum of \$100 be set aside for counsel.

The Secretary reported that the Los Angeles Chamber of Commerce was tendering a complimentary luncheon to the members of the Council at the Hollenbeck Hotel on the following day.

On motion the Board adjourned.

Arthur H. Chamberlain, Secretary.

MEETING OF THE COUNCIL OF EDUCATION, CALIFORNIA TEACHERS' ASSOCIATION

The California Council of Education met in the office of Co. Supt. Mark Keppel, Hall of Records, Los Angeles, on Saturday, October 12, with President E. Morris Cox in the chair. On roll call the following members responded:

Bay Section—John Anderson, Stockton; L. B. Avery, Oakland; A. J. Cloud, San Francisco; Miss Minnie Coulter, Santa Rosa; Miss Agnes Howe, San Jose; Miss Anna Keefe, Oakland.

Northern Section—Mrs. Minnie Abrams, Oroville; Mrs. Minnie O'Neil, Sacramento.

Southern Section—Hugh J. Baldwin, San Diego; L. E. Cooley, El Centro; C. H. Covell, Redlands; J. A. Cranston, Santa Ana; J. O. Cross, Pasadena; Mrs. S. M. Dorsey, Los Angeles; Miss Edith Hodgkins, Los Angeles; Duncan Mackinnon, San Diego; Miss Cora E. Lamb, Los Angeles; H. H. McCutchan, Long Beach; Miss Emily Pryor, South Pasadena; J. E. Reynolds, Ventura; J. M. Rhodes, Pasadena; W. W. Tritt, Los Angeles; A. N. Wheelock, Riverside.

There were absent all members of the Central Section: Mrs. M. E. Bernstein, Hanford; J. E. Buckman, Visalia; J. H. Tener, Sanger; and M. M. Whiting, Madera. Bay Section: F. K. Barthel, San Francisco; George W. Frick, Oakland; A. F. Lange, Berkeley; J. W. Linscott, Santa Cruz. Northern Section: Charles C. Hughes, Sacramento; Allison Ware, Chico. Southern Section: Miss Carrie Coddington, San Bernardino; J. H. Francis, Los Angeles; F. M. Fultz, Santa Barbara.

On motion the minutes of the Annual Meeting of April 11, 1914, were passed without reading, these minutes having been published in full in the May number of the "Sierra Educational News."

Following a preliminary statement by the President, reports were received from the various committees. Mr. Will C. Wood, Chairman of the Committee on Certification of Teachers (report printed in the News for June, 1914), presented the main features of this report, which with certain amendments was adopted. The most important of these amendments was that striking out the provision of the Political Code under which graduates of the four year course in the University of California and Stanford University are entitled to teach in elementary schools.

Mr. Baldwin took the ground that the normal schools should set the standard, and that these standards ought to be raised; that 75 per cent on examination in methods of teaching is not sufficiently high; the requirements for teachers' certificates for those taking examinations should be equivalent to those demanded by the normal schools. Mr. Wood stated that last year there were 2000 certificates issued, 1400 being to normal school graduates and 600 granted on examinations; the normal schools could not meet the demand. Mr. Millsbaugh felt sure that more graduates were sent out than could find positions. He supported the suggestion of Mr. Baldwin.

Mrs. Dorsey said that with the aid of a State Teachers' Bureau it would be possible to meet the deficit in normal graduates from the teachers in the East and the Middle West. Mrs. Abrams believed that teachers have unusual facilities in the country for gaining experience under the guidance of some of the older country school teachers. Opportunities should be offered the girls who have natural qualifications and who are willing to utilize university extension, correspondence courses, etc.

After considerable discussion the portions of the report dealing with certification of teachers for intermediate schools, for kindergartens and for special certificates were adopted. Mr. Combs, representing the Modern Language Association, presented a vigorous protest in regard to

the certification of special teachers, this report being published in full elsewhere.

On the adoption of Mr. Wood's report the morning session adjourned at 12:30. A complimentary luncheon was served at the Hollenbeck Hotel by the Los Angeles Chamber of Commerce, several members of that body being present to act as hosts. The chairman of the committee, Dr. Scott, addressed the meeting and called upon President E. Morris Cox, Deputy Superintendent M. C. Bettinger of Los Angeles, and Mr. F. S. Daggett, all of whom responded with brief addresses.

After expressing appreciation to the Chamber of Commerce for this courtesy the Council re-assembled at 2:20, at which time President Cox emphasized the importance of official representation at the legislature, and advised the appointment of a legislative committee. On motion of Miss Howe, the President was empowered to appoint a committee of five. On amendment of Mr. Cloud that the expenses were to be paid as approved by the Board of Directors, and that the President and Secretary of the Council act as two of the members of the Legislative Committee, the original motion was carried.

On motion the Committee on Teachers' Salaries was enlarged to include Messrs. Rhodes, Wood and Avery.

The chairman of the Committee on Health Supervision and Legislation, Mr. H. H. McCutchan, reported that there was nothing additional to recommend. (Report printed in the "News" for May, 1914.)

Mr. Hughes, Chairman of the Committee on Codification of School Laws, not being present, Mrs. O'Neil stated that Commissioner Wood was delegated with authority. On motion it was ordered that the Council give expression favoring the codification and simplification of the school laws of California.

Rural School Supervision

(See "News," May, 1914.) Mr. Cooley believed that the County Superintendent should name members for the Board of Education, such nomination to be approved by the Supervisors. Mr. Cross would do away with the old county board and substitute one composed of the County Superintendent and assistants, these to be professional school people. The motion of Mr. Cooley that the County Superintendent nominate was lost.

An amendment by Mr. Baldwin, seconded by Mrs. O'Neil, that the compensation of the Superintendent be not less than that paid to county clerks was carried.

The report of the committee was then unanimously adopted.

School Library Funds

Miss Minnie Coulter presented the report of the Committee on School Library Funds, the report being unanimously adopted.

Teachers' Salaries

Miss Anna Keefe, Chairman of the Committee on Teachers' Salaries, presented her report, which, on motion of Mr. Cloud, was unanimously adopted.

Report on Reorganization of High School Legislation

Mr. Avery, Chairman of the Committee on Reorganization of High School Legislation, presented as the report of the committee the report upon the same subject by Commissioner Wood made to the State Board. The report was adopted.

On invitation of the chair Mr. Keppel took the floor and discussed the needs of fundamental changes in the constitution pertaining to school taxation. Mr. Keppel's remarks were to the point and were well received.

Superintendent Duncan Mackinnon of San Diego, upon invitation, discussed the Panama-California Exposition, outlining the educational and other features, and giving a splendid description of the character and arrangement of buildings, grounds and exhibits.

COUNCIL OF EDUCATION

President Cox announced the Legislative Committee as follows: Mrs. S. M. Dorsey, Miss Minnie Coulter, C. C. Hughes, President E. Morris Cox and Secretary A. H. Chamberlain. The Chairman stated that he should exercise his prerogative as President in adding to the committee other Council members who might at any time be present at the legislative session at Sacramento.

Secretary Chamberlain outlined the work that is being done for educational exhibits and displays in California to be shown at the Palace of Education and in the California Building at the Panama-Pacific Exposition. He also discussed the coming sessions of the National Education Association, the International Congress of Education, the Departmental Congresses, and the work of the California Teachers' Association.

Report on State Teachers' Bureau

Miss Edith Hodgkins, Chairman of the Committee on State Teachers' Bureau, presented the report of the committee, which, on motion of Mr. Cross, was unanimously adopted.

State Superintendent Hyatt was requested by the chair to take the floor. Mr. Hyatt spoke informally for a few moments in appreciation of the work which the Council was accomplishing.

Summer and Vacation Schools

Mr. C. H. Covell, Chairman of the Committee on Summer and Vacation Schools, presented a report which, on motion of Mr. Rhodes, was adopted.

Minimum Salary Law

Mr. A. J. Cloud, Chairman of the Committee on Minimum Salary (See "News," January, 1914.), presented certain phases of the report of that committee. On motion of Miss Lamb the report was so divided that the first part should deal with pay for beginning teachers. Mrs. Dorsey deprecated any move to reduce the salaries of teachers of certain grades. All teachers should be protected. Miss Lamb said that primary teachers and seventh and eighth grade teachers should receive the same salaries.

After a general discussion the burden of which was that the regular seventh and eighth grade teachers should receive as much as teachers of equal grade in intermediate schools, and that the teachers of primary should receive as much as those of grammar grades, the report was, on motion of Mr. Covell, referred back to the committee for further consideration.

The second part of the report, dealing with the necessity for a new constitution, was adopted.

Mr. Baldwin moved that we recommend a return to the old Section 1696 with reference to daily attendance of children rather than adhere to the present system. This motion was carried.

A motion of Miss Coulter, that all text books required by the Code should be issued, was carried.

Mr. Avery moved that a vote of thanks be extended Mr. Keppel for use of the Board Rooms, and the Chamber of Commerce for its courtesy in providing luncheon. This motion unanimously prevailed.

An invitation was extended by Miss Coulter, President of the Bay Section, to the Southern and Northern Sections, to attend the meeting of the Bay Section at San Francisco April next. Mrs. Abrams, President of the Northern Section, extended a like courtesy on behalf of the Northern Section meeting at Red Bluff. Mrs. Dorsey, as President of the Southern Section, extended invitation to the Bay and Northern organizations to meet at Los Angeles, and said that "we cannot afford to allow our personal feelings to prevent our standing shoulder to shoulder and getting the best for the teachers of the State."

The meeting adjourned at 6 p. m.

Arthur H. Chamberlain, Secretary.

RURAL SCHOOL SUPERVISION

The Committee on Rural Supervision has two propositions to present. Recognizing the difficulty in the way of amendments to the Constitution, it proposes, first a plan to bring about better rural supervision by amending the organic law without touching the Constitution.

Section 7 of Article IX of the Constitution requires the legislature to provide for a Board of Education in each county in the State. This the legislature has done by Section 1768 of the Political Code (see p. 167 School Law), which provides for a board of five members, the county superintendent of schools and four others appointed by the supervisors.

The committee would amend this to read as follows:

First: Except in any city and county, there shall be a County Board of Education, which shall consist of the county superintendent of schools, and of one other member for the first sixty teachers or less in the county, and of one additional member for each forty-five additional teachers or major fraction thereof; provided, that in no case shall the Board of Education consist of more than seven members. The board of supervisors of the county shall appoint the members of the Board of Education from an eligible list prepared by the county superintendent and approved by the commissioner of elementary education.

Second: The members appointed by the board of supervisors shall be experienced teachers, holding grammar or high school certificates in full force and effect.

Third: (Term of office). Fourth: (Vacancies). Fifth: (Ten day qualifying clause). Sixth: (Organization). Seventh: (Quorum), remain unchanged.

Eighth: The Board of Education shall divide the county into supervision districts to be made up of rural and village school districts, according to the number of teachers employed.

Ninth: The members of the board shall supervise the schools of the county, and shall be appointed to their respective districts by the county superintendent.

Section 1770, paragraph 3, deals with the compensation of board members (See p. 169 School Law), (\$5 per day for actual time board is in session).

The committee would amend this paragraph to read: The salaries of the appointive members of the board shall be fixed by the supervisors, but shall in no case be lower than three-fourths the salary fixed by law for the county superintendent.

These modifications of existing law will bring supervision to the rural schools under the present constitutional limitations; but the committee feels they are of a makeshift nature, and that a far better system can be provided by modifying the constitution.

This should be done by changing Section 3 of Article IX of the Constitution to read, a board of education for each county shall be elected by the qualified electors thereof at each gubernatorial election, provided, that the legislature may authorize two or more counties to unite and elect one superintendent for the counties so uniting.

Section 5 should be changed to read as follows: The legislature shall provide for a system of common schools, under the control, in each county, of the Board of Education. This control shall be exercised through a county superintendent appointed by the board for a term of four years, together with such deputy superintendents, appointed on the nomination of the county superintendent, as may be necessary for adequate supervision of the schools.

Section 7 of the same article, which provides for the examination of candidates and the granting of teachers' certificates shall be omitted.

James E. Reynolds, Chairman

LIBRARY FUNDS

We, your committee appointed to take under consideration the revision of the law in reference to the library funds, find that the law, as it now exists, is manifestly inadequate and unjust.

The State provides a limited series of text books, and in some subjects none at all. It furnishes no supplementary readers. The Attorney General has held that "all of the books which are necessary in the judgment of the State Board of Education for the conduct of the school work are to be and must be provided by the State, and that all books which are not necessary for such purpose and which are not purchased out of the school library fund, cannot be purchased from the ordinary revenues of the local school district, and in the event that the library fund is inadequate to purchase the supplemental books then relief must be had from the Legislature."

Section 1713 makes it possible for a district with an attendance of five pupils to receive \$50, or \$10 per pupil. Under Section 1714, which applies to cities, \$50 is provided for each 1000 census pupils, or an average of about 10 cents per pupil average daily attendance. Inasmuch as the taking of the school census has ceased, there is no legal basis for any library fund in cities.

Section 1617, paragraph 3, gives boards of trustees or boards of education the power "to purchase school furniture, including organs and pianos, and apparatus and such other things as may be necessary for the use of schools except books."

The law providing for a library fund, as interpreted by the Attorney General, does not provide sufficient funds for necessary text books not furnished by the state, or for supplemental readers, to say nothing of reference and library books, but boards of trustees or boards of education are not limited as to the amount of money they may expend for supplies, furniture or apparatus.

We, therefore, recommend the repeal of all provisions providing for a Library Fund and its uses, and we further recommend that Section 1620 be amended to read as follows:

"Writing and drawing paper, pens, blackboard erasers, crayons, and pencils and such books not provided by the state as are necessary for class, reference, or library purposes, to be selected from lists prepared by County, City, or City and County Boards of Education, and all other necessary supplies for the use of schools must be furnished under the direction of City Boards of Education and Boards of School Trustees, and charges therefore must be audited and paid as other claims against the county or special school fund of their districts are audited and paid."

If Boards of Education or Boards of Trustees neglect or refuse to order books needed by the teacher, it shall be the duty of the superintendent of schools to order such books and draw a requisition against the county fund to pay for the same.

In counties where the school districts have joined the county library, the superintendent of schools shall transfer to the county library at least 5 per cent and not more than 10 per cent of the county fund.

Respectfully submitted,

Minnie Coulter, Chairman.

THE PAYMENT OF SALARIES

Findings

The law governing the payment of teachers' salaries is found in Section 1617 of the Political Code, as amended at the 1913 session of the Legislature, and provides as follows:

Powers and Duties of Boards of School Trustees and City Boards of Education

Employ teachers.

(b) To employ the teachers, and immediately notify the county superintendent of schools, in writing, of such employment, naming the grade of certificate held by the teacher employed; also to employ janitors and other employees of the school; **to fix and order paid their compensation**, unless the same be otherwise prescribed by law; provided, that no board shall enter into any contract with such employees to extend beyond the close of the next ensuing school year; except that teachers may be elected on or after June first for the next ensuing school year, and each teacher so elected shall be deemed re-elected from year to year thereafter unless the governing body of the school district shall on or before the tenth day of June give notice in writing to such teacher that his services will not be required for the ensuing school year. Such notice shall be deemed sufficient and complete when delivered in person to the teacher by the clerk or secretary of the governing body of the school district, or deposited in the United States mail with postage prepaid addressed to such teacher at his last known place of address; and provided, further, that any teacher who shall fail to signify his acceptance within twenty days after such election shall be deemed to have declined the same.

This law as amended has caused much inconvenience to the teachers of California, especially those employed in the larger towns and cities. Vacations have been shortened, so that Boards of Education might comply with the law, yet not keep teachers waiting for their pay for services rendered. In many instances the first month's salary of a new teacher is withheld until the close of the year, and, in some cases, until the resignation or death of the teacher.

It was thought that when this law went into effect, that these difficulties that arose during the transition period of operation would not occur again, but such is not the case, as any variation in the time schedule makes readjustment again necessary.

In answer to a number of letters sent to superintendents of schools throughout the State, it was learned that they were obeying the spirit of the law, rather than the letter. We therefore suggest that the law be so amended as to allow each county or city to fix its own method of paying teachers.

The law states that Boards of School Trustees, and City Boards of Education shall have power to fix and order paid compensation of all teachers and other employees. If nothing further were said, the Board could undoubtedly order the compensation paid at any time it desired. The latter part of Section 1617 prescribes that salary warrants shall be drawn at certain specific times. Consequently, by eliminating this provision, the Boards of Education throughout the State could pay the salaries of their teachers at such time as they saw fit. They have full right to do this, unless their powers are limited by a state law.

Since too much legislation complicates matters, we recommend simply that the last eight lines of Article VII, Section 7 (b) be eliminated, thus leaving the different Boards of Education the power to fix and order paid the compensation of teachers and other employees at any time they desire.

Miss Anna Keefe, Chairman.

REORGANIZATION OF HIGH SCHOOL LEGISLATION

THE REORGANIZATION OF HIGH SCHOOL LEGISLATION

The Small High School

In his first report to the State Board of Education, the Commissioner stated that one of the most important problems in secondary education is the problem of assisting the smaller high schools, located in the rural districts, to adjust their organization and courses of study to community needs. In compiling statistics obtained by the survey questionnaire, the commissioner found that of the 257 high schools in the State, 132 enrolled less than one hundred students.

The grouping of schools according to enrollment is as follows:

Schools enrolling 100 pupils or less	132
Schools enrolling 100—200 pupils	68
Schools enrolling 200—500 pupils	34
Schools enrolling 500—1000 pupils	10
Schools enrolling more than 1000 pupils	13

Total257

Of the 42,852 students (average daily attendance) in California high schools in 1912-1913, no less than 27,866 were attending high schools in cities having city superintendents of schools. There were only 14,986 students attending the smaller high schools of the State. In spite of the fact that the population in California cities of 10,000 and over, was only 32 per cent greater than the population in rural districts and in cities of less than 10,000 in 1910, the high schools in cities of 10,000 and over, have a high school attendance which is 80 per cent greater.

An incomplete survey of the small high schools shows that they need and deserve the careful attention of state school authorities. The courses of study in many of these schools differs very little from the course in the high schools of the early eighties. Most of the work is of the academic type, because teachers of these subjects are more easily obtained, and it costs less to offer this kind of work. The science laboratories are not adequately equipped in many schools and are improperly equipped in others. Wherever commercial subjects, music, art, agriculture and similar branches have been introduced, the work is generally done by a teacher whose specialty lies in an unrelated branch. In spite of these drawbacks, some of the smaller schools are doing excellent work, but the work in the traditional academic branches is much better than in the newer branches. Speaking generally of the smaller high schools, there is need for improving conditions, and to this end a close survey of the situation should be made.

The chief reason for the failure of the rural high schools more fully to adjust itself to rural conditions, is lack of continuity in the administrative and teaching force. While principals and teachers in the larger high schools hold their positions for years, the average term of principals and teachers in the smaller high schools is perhaps less than three years. There are several smaller high schools of the state in which a complete change of teaching force was made at the close of the last year.

In such circumstances, it is quite impossible for the rural high school to develop a continuous or definite policy based on community needs. This accounts for the shortcomings observable in many of the high schools of smaller communities.

The reasons for changes in the teaching force cannot be set forth fully in this report. However, most of the changes are due to the ambition of teachers to obtain better salaries and better living conditions. The salaries paid to principals of high schools enrolling less than one hundred students, range from \$1100 to \$2400 per annum, the average being less than \$1800 per annum. The salaries of high school teachers

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in these schools range from \$800 to \$1400 per annum, the average being about \$1100. Although the salaries are not very attractive, many smaller communities add to the discouragement of good teachers by failing to provide satisfactory boarding places. Teachers of culture and refinement will not remain in a community which hasn't sufficient interest in the high school to offer its teachers a comfortable home.

A few of the reasons for the failure of many smaller high schools to meet community needs have been set forth. However, most of the reasons may be resolved into one—lack of funds. The young people of rural districts are entitled to more than they are getting in the smaller high schools, but many communities cannot afford to spend more money on secondary education. They must look to the state for help. The more wealthy communities of the state must be called upon to give greater assistance to the smaller high schools if they are to advance their standards and increase their facilities. The smaller communities and the rural districts are contributing mightily to the upbuilding of these larger centers, and it seems only just that the larger centers should aid in educating the children of the country. Education is a state function, as well as a local function, and the state must, in its own interests, assist the local communities when they cannot maintain standard schools for the education of their children.

A County High School Fund

The State is now raising \$15 per annum for each student of average daily attendance, and the high school districts are raising the remainder of the cost of educating each student. In the smaller high schools the average cost per pupil based on average daily attendance is almost twice as great as it is in cities. In 1912-1913, the average cost per student for the entire state was \$90.90, but some of the smaller communities expended more than \$300 per student. It will be observed that the state is contributing only a small share to the support of its high schools.

However, the Commissioner does not recommend that the state high school fund be increased. He suggests that a county high school tax be authorized by law, such tax to be levied at the rate of about \$60 per student of average daily attendance. The fund should be apportioned in a manner similar to that in which the state high school fund is apportioned. His suggestion is founded on the fact that in various counties large areas not included in any high school district, escape all high school taxes, since the state high school fund is not raised by direct property tax. Other large areas pay only a small tax for high school privileges maintained by neighboring communities at great expense. In Solano county, for instance, property within high school districts is taxed from 17 to 56 cents per \$100 of assessed valuation for the maintenance of high schools. In addition to this rate, several of the high school districts are paying an additional rate for interest and redemption of bonds. The territory outside of high school districts is paying only 5 cents per \$100 of assessed valuation for maintenance of high schools, although its children enjoy high school privileges equal to those of residents within the various districts.

Many protests against this arrangement have been made to the Commissioner from various parts of the state. In one community, for example, the high school is crowded to overflowing and the district is heavily bonded for building and grounds. About one hundred pupils from outside territory are in attendance. An effort to induce the outlying territory to enter the district so that bonds for a new building might be voted, was defeated because the residents outside found it cheaper to remain outside. In the circumstances, it seems only just that a general county levy for high school purposes be made, leaving local communities to bear the expense in excess of state and county appor-

tionments. We have a **state** common school fund, a **county** common school fund, and a **district** common school fund. We have the same arrangement of high school funds, except that the **county** fund is omitted. The commissioner recommends that a thorough investigation of the plan for a county high school fund be made, and that if the plan be found practicable a law providing for a county high school fund be recommended to the legislature.

If a county school fund is created, it will be necessary to provide safeguards against the establishment of weak high schools in the hope that they will derive practically all of their support from the county fund. A weak high school is little better than no high school at all, consequently, it is not to be encouraged. No community should undertake to organize a high school unless it is able and willing to contribute substantially to its maintenance. Since it is not possible for a high school having less than four teachers to offer a satisfactory course of study, no high school established for four years or more should be entitled to participate in the county high school fund unless it employs at least four teachers. A school that has been established for less than four years should receive an apportionment according to its average attendance, and in addition should receive one-fourth of the fixed flat apportionment for each year since its establishment. The full flat apportionment would be received after the school had been established four years. Provision should also be made that at least ninety per cent of the county high school fund and all of the state high school fund shall be set aside for the payment of teachers' salaries, leaving most of the cost of upkeep to be borne by the local community.

Such safeguards will not work a hardship on the small high schools now established in the State. The survey questionnaire of March, 1914, brought out the fact that 221 of the 249 high schools reporting employed four or more teachers. Of the 28 schools employing less than four teachers, 20 employed three teachers, and 8 two teachers. There were enrolled in these schools 762 pupils, the average enrollment being 27. Fifteen of the twenty-eight schools have been established within the last four years and will probably employ four teachers before they enter upon their fifth year. These fifteen schools enroll 402 pupils, leaving only 360 pupils in established high schools having less than four teachers. If a county high school fund is created, practically all of these schools will be able to employ four teachers.

THE ESTABLISHMENT OF A STATE TEACHERS' BUREAU

President Cox requested me to prepare a report recommending some means whereby the State Board of Education might establish a Teachers' Exchange or employment bureau. Mr. Cox suggested that I communicate with Superintendent D. R. Jones of San Rafael, who had been chairman of a committee on the same subject some years ago. From Mr. Jones I received a copy of the report of his committee. This report gives reasons for and against the establishment of such a bureau, but offers no plan for its formation other than the following: "Any such bureau should operate through the offices of the County and City Superintendents of Schools. The natural center for its establishment is in conjunction with the State Superintendent of Schools."

With a view to finding out if the plan had ever been tried, I sent letters asking for information and suggestion to various educators, including United States Commissioner of Education Claxton. I was fortunate in receiving interested replies to most of my letters but not so fortunate in the matter of information. In only one state, Minnesota, is there such an exchange as we are considering.

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Here the plan has been in successful operation for more than a year. The bureau, authorized by the Legislature, is maintained in connection with the Department of Public Instruction, under the direction of the Superintendent of Public Instruction, who is authorized to appoint a director of the bureau. Mr. Critchett, the director, writes as follows:

"Our first registration fee was received June 16th, 1913, and since that time the bureau has been in active operation. Our fiscal year closes August 1st. Up to August 1st, 1914, we had registered 830 for positions, ranging from the rural schools to the superintendents of city schools. During the same period we had placed teachers whose salaries amount to \$360,315.00. During the months of August and September, 1914, our registration amounted to 110 and the salaries of the teachers placed, amount to \$105,850.00. This is more than double the business during the months of August and September, 1913. We feel that all indications point to a much larger business throughout the present year than we had during the past school year. Minnesota school authorities are coming to look upon this bureau as a sort of clearing house through which teachers, desiring to change positions, can secure locations more attractive to them, and whereby employing officers may learn of teachers who are available. The large schools, as well as the small schools, have called upon us for teachers and at least one of our State Normal Schools has secured one or more teachers from this bureau. During the first year I rather discouraged special teachers from registering in our bureau, but during the coming year we expect to register such teachers, as well as those in all of the regular lines of work."

A practical illustration of the working of the bureau is afforded in the Bulletin issued by the Department of Education on Examination, Certificates and the Employment of Teachers. This answers for Minnesota exactly the questions, legal and professional, which Eastern teachers ask us about California.

As this plan of Minnesota appears to be a good one and seems to be working successfully, I suggest its adoption with slight modification for the State of California. Briefly the plan presented for your consideration is as follows:

1st. That the State Board of Education establish a State Teachers' Exchange, to be placed in charge of a director appointed by them.

2nd. That any person having a certificate to teach in this state, or who has completed a course of study as required for the issuance of a certificate, or who may be found entitled to receive such certificate, and who is deemed to be a fit and capable person for teaching, shall be entitled to enroll with said State Teachers' Employment Bureau upon complying with the regulations of the bureau, and upon payment of an annual fee of \$3.00, which fee shall entitle the person so enrolled, to the privileges and services of said bureau for the term of one year from the date of filing of enrollment and receipt of fee.

3rd. It shall be the purpose of the State Teachers' Employment Bureau to furnish information to boards, superintendents, principals or other proper authorities of public schools, upon request, regarding teachers and to furnish teachers enrolled with the bureau, information relative to vacancies in positions in public schools; but no person connected with the State Teachers' Employment Bureau shall be held responsible for nor be understood to vouch for the fitness or success of any teacher who may secure a position in a public school through the said bureau, nor shall the acceptance of the enrollment and payment of the annual fee be construed as a guaranty for securing through the bureau employment to teach.

Before closing this report, I wish to make a further suggestion. It is a fundamental principle of the law of supply and demand in labor that where positions are easily obtained, in that place there will be an over-supply of applicants. Any city which has a well established Municipal Employment Bureau will receive large numbers of the unemployed from other cities. This fact has led Germany to nationalize her Employment Bureaus, a plan which is proving highly successful and which many students of Sociology think should be adopted by the United States. I present for your consideration, therefore, the plan of recommending to

the National Bureau of Education the establishment of a National Teachers' Employment Bureau, along lines similar to the plan proposed for the State. This plan, if carried out, might result in two beneficial consequences.

1st. It would provide a much needed means for giving teachers in one part of the country reliable information in regard to positions in other parts of the country; and

2nd. The successful operation of such an Employment Bureau might inspire the Department of Labor to establish similar bureaus for other occupations where there is even greater need.

Edith M. Hodgkins, Chairman.

LAWS RELATING TO SUMMER AND VACATION SCHOOLS

Section 1619. First: Boards of School Trustees and City Boards of Education must maintain all the schools established by them for an equal length of time during the year, and, as far as possible, with equal rights and privileges; provided, that Boards of School Trustees and City Boards of Education may establish and maintain vacation schools of kindergarten, elementary, or high school grade. No vacation school shall be established until a school of equal grade has been maintained for at least eight months. The duties of teachers, courses of study, length of school day, and all other matter relating to vacation schools, shall be determined by the Boards of School Trustees, or by the City Board of Education. Only teachers who are legally qualified to teach in the public schools of the State shall be eligible to teach in vacation schools of corresponding grade. Only funds from district taxes shall be used to maintain vacation schools.

C. H. Covell, Chairman.

TAXATION FOR THE SUPPORT OF SCHOOLS

1¹ Principles that should govern taxation.

1² Provision for adequate revenue.

2² Relative stability of revenue.

3² Methods somewhat removed from, though still related to popular approval.

4² Provisions easily interpreted, and without ambiguity or possible double meaning.

5² The definite amount of revenue known before contracts are entered into by boards of education.

2¹ Division of funds.

1² High School.

2² Elementary.

3² Kindergarten.

Note—On principle there should be but one fund for the schools of the district, which fund should be distributed according to the local needs, and on the judgment of the local officials. In cities, certainly, the superintendent of schools and the board of education should be charged with the duty and the responsibility of using public moneys for the best good of all the school children of the district. The kindergarten has become a legal obligation upon the elementary schools, but without any financial provision whatever for its support, though making still greater the already too wide discrepancy of funds between the elementary school and the high school. This should be remedied by appropriate legislation.

As soon as practicable, there should be one fund created for all the public schools of the state, kindergarten, elementary and high. I recommend that the Council endorse this as a principle.

3¹ State Revenues.

¹² Though no radical change in the law is suggested, it is, nevertheless, urged that—in the event the poll tax be repealed—some adequate legislation be provided to give the schools funds commensurate with the loss this incurred.

4¹ Local taxation.

¹² County school tax.

¹³ County superintendent's estimate (Sections 1817-1820). By provision of the political code, the minimum county tax rate is fixed at \$13 per unit of average daily attendance. In a progressive state and with increased demands upon the educational forces, this amount is inadequate; and the law should be changed to allow a minimum amount of not less than \$18 per unit of average daily attendance.

²² District school tax.

¹³ Popular vote (Sections 1830-1839).

²³ Estimate of boards of education (Sections 1840).

Note—In each case, boards of supervisors are authorized to make the levy, suggested by the people, or by boards of trustees, or boards of education.

The first of these methods is uncertain in its operation, expensive in its execution, and too variable for real effective school administration.

The second method is scientifically correct and easily administrated; but lacks in power to contribute adequately to the needs of a complex school system.

Section 1839 fixes the minimum school tax to be levied by the direct vote of the people at 70 cents for building purposes and 30 cents for other purposes.

Section 1840 does not fix a limit, and has therefore been subject to varied and varying interpretations throughout the state. The law should be so amended as to make perfectly clear just what maximum is to be allowed school districts.

In general it may be said that Section 1840 is the most important and most valuable of the sections of the political code relating to school taxation. However, there is need for consideration of changes of the law in the following particulars:

1. The maximum tax allowed.
2. The purposes for which this tax may be levied.
3. A method of taxation.

(1) The fact that the law has been differently interpreted, most counties holding that there is no fixed limit, and a few maintaining that a 30 cent rate only is permissible, makes a re-wording of the section desirable. Following the recommendation of the California Council of Education, at a meeting in December, 1913, I suggest that the law be modified so as to permit a division of the taxes into maintenance and building funds, providing, "That the maximum rate of tax (under Section 1840) shall be 50 cents, not more than 15 cents of which rate shall be used for building purposes."

(2) California schools are growing at such a rapid pace that there is a distinct need for some regular annual contribution of taxes for the maintenance and enlargement of school buildings and expansion of school grounds. We cannot adequately take care of the needs of the schools without some such provision in the law.

(3) When the people elect a school board, the board should have sufficient power to run the schools. The board can then be held accountable.

PROTEST BY MODERN LANGUAGE ASSOCIATION

able by the people for the results accomplished. This power of the board should extend not only to the expenditure but to the raising of funds. (This can be accomplished by constitutional amendment.)

Needed Changes

To summarize, permit me to bring to your attention the following needed changes:

(1) Consideration of a plan for putting all the school funds of the state under one management, and if this be not feasible, a very careful study of the question as to whether the kindergarten fund may not be a special charge against the district, and that for this purpose a maximum of 15 cents may be established.

(2) That the minimum allowed in the county school tax, "\$13," be changed so that more adequate revenue may be obtained from this course. I suggest a minimum of \$18.

(3) That Section 1840 be amended so that: First, a maximum of 50 cents, rather than 30 cents, be allowed; second, that no more than 15 cents may be used for building purposes; third, advocacy of constitutional amendment, providing for a transfer of the responsibility and the authority of school tax levy to school boards.

(4) The further suggestion is made that the school law be changed requiring the board of supervisors to make the tax levy on the third Monday of April, instead of the third Monday of September of each year.

Jeremiah Rhodes, Chairman.

PROTEST BY MODERN LANGUAGE ASSOCIATION

John W. Combs

I want to protest against your recommendation to include modern languages in the list of subjects for which special teaching certificates can be granted, as appears in the "Sierra Education News," page 424, for June, 1914. I believe I have the unanimous support of the teachers of the modern languages of California, as I have of the other members of the Executive Committee of the Modern Language Association of Southern California, in writing this letter. I don't doubt but that the publication of these suggestions has done considerable damage already to the standing of the modern languages in California schools. This, together with reports of the views of some school men and women recently published in the "News," has undoubtedly led some teachers to fear the competition of foreign teachers and resort to the unscientific methods in teaching advocated by them until they have become acquainted with the problems of language teaching in this country and the difficulties which exist in their language when studied by a foreign child. At any rate the tendency toward the teaching of the language as an art rather than as a science in our high schools can be held partly responsible at least for the plan of the State University to consider four years of High School work in a modern language equal to one year at the University, in place of two as heretofore.

And when we see modern languages included in a list of subjects which are purely arts or industrial subjects we become uneasy about the success of the languages in the years to come, for a modern language can scarcely justify itself either as an art subject or as an industrial or commercial subject. I call your attention again to the fact that the only other subjects in the list for which special certificates are to be granted are drawing, music, physical culture, and commercial, technical or industrial work. A language, it is true, has two sides, the art side and the scientific side, the art side being the imitative and the creative side of the language, and the scientific side the structural and analytical side. A very small child uses the imitative faculty in learning the language but a child as old as are our boys and girls who study the

language in school learns by comparison largely with his own language, even though he is learning the language in the foreign country itself. But when he is in a class with 15 to 35 other children with opportunity to say but a few words every day in an imitative way, he is forced to fall back on principles and comparisons to make any real progress in the language. No matter what the method is called it must be based on scientific pedagogical principles. The teacher must analyze the language and the pupil must master one principle after another. Even the art of pronunciation has been reduced to a science and the most successful teachers are using sound charts in America as well as in Europe.

We believe the child who has learned two languages from infancy has little advantage in an artistic way over the child who has learned but one. Neither has he any faculties especially developed, such as memory or reasoning power. We should not allow him to enter high school, for instance, with a year of advance credit, though he may have mastered the language more fully than has a man who has taken a degree with the language as a major subject. But little power is developed by unconscious imitation.

Modern languages cannot justify themselves in American high schools as a commercial subject any more than physics or geometry, or history or algebra. Conditions are different here than in Europe in this respect. The writer has had occasion to note carefully the demand for young men and women in the different parts of the country who can speak or write a foreign language and has found that such a demand is an almost negligible quantity. There are scarcely any positions demanding such qualifications or offering advantages to those having these qualifications, except a few clerkships in stores, which offer but little pay and are quickly taken and more successfully filled by young men and women who were born abroad. If one of our students has advanced far enough in school to be able to meet the demands of the position as far as the language requirement goes, he has already too good an education to afford to work for the small salary paid. In spite of the great number of immigrants constantly arriving there is but little business done in a language other than English. The immigrants must learn English immediately and it is an excellent thing for the country that they generally lose their mother tongue by the third generation, for otherwise we might soon have the same internal difficulties with which many European countries are afflicted.

It is certainly a grave censure upon teaching methods in America if, after 50 years of language teaching, we are obliged to invite into the country by means of special certificates foreign teachers, not to show us how to teach but to actually do the teaching. The language teachers in California are generally well prepared. Most of them have had the advantage of residence abroad as well as thorough university training. They have more than met the present requirements for teaching because they recognize that efficiency in teaching a language increases very rapidly with additional travel and study—more rapidly than with teachers of other high school subjects. It would be most discouraging to them if the requirements were lowered and if, in consequence of many untrained teachers coming in and of less attention being paid to the mental training value of the language, the universities could no longer recognize their work as equal to the other high school subjects. It would also be discouraging to the pupils who would see discrimination against them in favor of foreign teachers, a disadvantage they would not meet if they wished to prepare to teach some other subject.

The writer had occasion to discuss this subject lately with some of the directors and language teachers in the high schools (gymnasiums) of Berlin. There were scarcely a foreigner teaching his language in the

schools of the city or, as nearly as could be learned, throughout the rest of Germany. And this despite the fact that modern languages are much more studied in Germany than here and the use of the spoken language is more in demand there than here. The objections to the foreign teacher were largely due to the fact that he had not studied the language as the student must study it, so that he was unacquainted with its difficulties for the German student; that he could not correlate his teaching with the knowledge the student already possessed; that the teacher did most of the talking rather than the students; and that he could not maintain discipline owing to widely different methods in the two countries. These are also, for the most part, the difficulties of the foreign teacher in America, as many language students can testify.

The history of modern language teaching in America shows that almost from the beginning the great educational value of the subject was recognized. It helps all the other subjects, especially the English. The abstract features of English grammar become intelligible to the student as soon as the foreign language gives him a basis of comparison. He receives literary training, training of the imagination, a deeper knowledge of history than he receives from the history itself. He increases his English vocabulary. He learns to think and reason clearly. He is enabled to read the foreign books and journals on different phases of his subject, whether it be science, economics, medicine, law, or one of industries. He is broadened. He has a deeper understanding of the character and life of the foreign nation. Taught with such aims in view it is a training subject equal in educational value to the other high school studies. It gives the same power to analyze, to classify, to deduce, to examine details, to concentrate, to compare, and to reason logically. Why impair its greater value by making the modern language merely a trade or art subject?

I do not believe that this recommendation for lowering the requirements for language teaching is in response to any real demand on the part of students, parents, or principals. It is rather a preconceived idea based on the recent reform (not revolution) in language teaching toward learning to speak rather than to read and translate. It is not due to a lack of qualified teachers available. There is a greater lack of able English and Science teachers. The subject deserves full university credit and should be allowed to maintain the standard that will insure this credit.

I have tried to present the case from the standpoint of the pupil rather than of the teacher. For the success of modern language teaching in California, I trust that you will consider this matter fully before making a final recommendation. It would be especially difficult at this time when the teachers are not able yet to judge fully about the efficiency of new methods to introduce this new element into the question.

A CONTRAST

In Tennessee a few years ago, according to Dr. P. P. Claxton, inquiry revealed that in several counties the cost of the county jail was greater than the total cost of all the school houses in the county, and in more than half the counties of the State the cost of court house and jail together was greater than that of all the school houses, while in a majority of the counties the average annual salary of the teacher was less than the cost of feeding a prisoner in jail."

"THE TANGIBLE REWARDS OF TEACHING" AS APPLIED TO CALIFORNIA CITIES

The following interesting statistics compiled especially for the "Sierra Educational News" are based upon the recent exhaustive report of the U. S. Bureau of Education. Prepared by the Committee of the N. E. A. on Teachers' Salaries and Cost of Living. Very recent changes in salaries are not included. Cities omitted from this table were not included in the Committee.

CITY	SUPT.	ELEMENTARY SCHOOLS						HIGH SCHOOLS							
		Principal			Teachers			Principal		Vice-Principal		Departmental Heads		Teachers	
		MEN	WOMEN		MEN	WOMEN		MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
Alameda	\$3600	\$1200— 2160	\$1320— 1620	....	....	\$ 600— 1140	\$2900	\$1800	....	\$1560— 1740	\$1740	....	....	\$1450— 1560	\$ 720— 1440
Alhambra	3600	1440	1300— 1440	1045	1045	808— 1045	2000	....	....	....	....	....	....	....	1000— 1450
Bakersfield	2820	....	1000— 1250	....	....	810— 900	....	....	....	....	....	....	....	....	....
Berkeley	3600	1920— 2400	1500— 1100	1440	1440	720— 1710	3000	....	....	....	....	....	....	....	....
Eureka	2000	1100	....	....	....	750— 890	1800	1400	....	....	....	....	....	....	....
Fresno	4250	1350— 1600	....	....	....	750— 1100	3000	2000	....	....	....	....	....	....	....
Long Beach	4250	1100— 1800	....	....	....	600— 1000	2400	1500— 2000	1400	....	....	....	....	....	....
Oakland	4000	1500— 2400	1200— 1200	....	....	900— 1200	3000— 3300	2000— 2200	....	....	....	....	....	....	....
Pasadena	5000	1400— 1600	1200— 1700	400	400	550— 1100	3000	2100	....	....	....	....	....	....	....
Pomona	2800	1500	1200	....	....	780— 900	2000	....	....	....	....	....	....	....	....
Redlands	3200	1360	1460	....	....	675— 960	2400	1800	....	....	....	....	....	....	....
Sacramento	3600	1800— 2100	1500— 2100	....	....	1080— 1200	3300	2000	2100	....	....	....	....	....	....
San Bernardino	2400	900— 1200	810— 1200	....	....	585— 810	2000	1500	....	....	....	....	....	....	....
San Diego	3000	1800— 1986	1750— 1886	936— 1008	936— 1008	696— 1152	2700	2208	....	....	....	....	....	....	....
San Francisco	4000	1320	2460	840	840	1464	3000— 3300	2100	2100	2040	2040	....	....	....	....
San Jose	3600	1500— 1275	1000— 1275	....	....	....	3000	2000	1600	....	....	....	....	....	....
San Rafael	2700	1500	....	....	....	900	2000	....	....	....	....	....	....	....	....
Santa Ana	3000	1275	....	....	....	Aver. 743	2000	....	....	....	....	....	....	....	....
Santa Barbara	3000	1400	1200	....	....	750— 950	2750	2000	....	....	....	....	....	....	....
Santa Cruz	2700	1320	900— 1200	....	....	750— 900	2160	....	....	....	....	....	....	....	....
Stockton	3000	1880	1440— 1880	Aver. 1020	Aver. 1020	Aver. 1020	....	....	....	....	....	....	....	....	....
Vallejo	2000	1500— 1500	1160— 1360	....	....	876— 1260	....	....	....	....	....	....	....	....	....
Marysville	....	....	....	1000	1000	800	2100	....	....	....	....	....	....	....	....

THE LOS ANGELES STATE NORMAL SCHOOL

JAMES F. CHAMBERLAIN

Head of Department of Geography

ONE August morning in the year 1882, three instructors met sixty-one students in a building at the corner of Fifth Street and Grand Avenue in the city of Los Angeles. Thus was begun the professional training of teachers in Southern California, and in this modest fashion was inaugurated the work of the Los Angeles State Normal School, an institution which has prepared more than 4000 young men and women for the teaching profession.

For 32 years the school has ministered to the educational needs of the Southland and in a marked degree to a much larger area. The remarkable growth of the last five years made it evident that adequate expansion on the original site was impossible. It was decided to secure a new campus and erect new buildings.

September 14, 1914, was an epoch-marking date in the educational history of California. On that day there assembled at the new site, 80 instructors and nearly 1500 students who were eager to be prepared for the great work of teaching. Here in the midst of a new and favorable environment was reborn the spirit of high scholarship, professional training and lofty ideals which for nearly a third of a century have animated the school.

The institution now has a campus of 25 acres located at the corner of Vermont and Willowbrook Avenues. Ample opportunities for buildings, school gardens and various forms of athletics is thus afforded. The situation is removed from the business center of the city with its rattle and roar of building and traffic. Upon this campus a group of ten splendid buildings has been erected. The material is dark red brick with artificial stone trimmings and roofs of tile. They are steam heated from a central plant. All departments are connected with the administrative offices by telephone.

The Administrative Building (Millspaugh Hall), is 260 by 202 feet. It houses the Administrative offices and the Departments of Education, English, Geography, History, Mathematics, Modern Languages and Reading. The auditorium on the ground floor has a seating capacity of 1650.

The Library is ideal in its appointments. Perfect in ventilation, lighting and artistic features, it accommodates 350 persons. There is a juvenile department and class rooms for those who take courses in library methods. The capacity of the building is 50,000 volumes. No library in the country better meets the needs than does this building.

In the Home Economics Building in addition to rooms for domestic science, domestic art and millinery, provision is made for classes in drawing,

leather, clay, weaving, textiles, and cardboard. The Home Economics and the Library Buildings are connected with Millspaugh Hall by corridors. Thus it is possible to go from any one of these buildings to the others without being exposed to the weather.

On the first floor of the Fine Arts Building are the class rooms of the Department of Music and an auditorium and stage for musical productions. On the second floor are the studios of the Art Department and an exhibition gallery.

The Gymnasium includes a large hall for gymnastic exercises, and class rooms and lockers, showers and dressing rooms.

The Departments of Physiology, Biology, Nature Study, Chemistry and Physics are housed in the Science Building. It is well provided with laboratories and lecture rooms.

The Training School Building is commodious and well lighted. It accommodates all of the grades from the first to the ninth inclusive. Sewing, cooking and manual training are taught in the building and there is a library and gymnasium.

The Kindergarten Department occupies a building of its own which is equipped in the most modern fashion. Among the attractive features are porches and an open fireplace.

The Cafeteria Building is large and attractive and ministers to the needs of the normal students, pupils in the training school and Faculty members.

In the Manual Arts Building are rooms for mechanical drawing, cabinet and millwork, pattern making, forging, machine shop and foundry work.

Probably no normal school in the United States has a finer group of buildings. It is difficult to realize that this splendid group was erected practically without cost to the state, the proceeds of the sale of the old buildings and grounds having been nearly enough to meet the expense of providing buildings on the new site.

The standards of the school, always high, have been raised, and under the favorable conditions here existing, the students will receive the best possible training for their work. With ideal climatic conditions, quiet surroundings, commodious and well equipped buildings, a carefully selected and rapidly growing library, a capable faculty, and an earnest student body ready to co-operate in all ways for the advancement of the school, a great future may be predicted.

To the untiring efforts of President Jesse F. Millspaugh is chiefly due the credit for the great expansion of the school. Several years ago he had a vision of a new school with enlarged opportunities where teachers might be adequately trained in all school subjects and for all school positions—

in a word a teachers' college second to none in the United States.

Seldom do those who see great visions live to witness the realization of them, yet President Millsbaugh has already seen his hope in large measure fulfilled. In addition to preparing teachers for the regular work of the elementary school, special departments of Music, Art, Home Economics and Manual Training prepare students for departmental and supervisory work in elementary schools. In some departments teachers are prepared for secondary work. Other departments will be organized as rapidly as conditions permit.

We feel sure that the 4169 loyal graduates of the Los Angeles State Normal School look backward with gratitude to the years spent under the guidance of their Alma Mater, and that with joy and confidence they look forward to the broader work of the future, eager to do their part in the development of a great teachers' college here in our much-loved Southland.

THE EDUCATIONAL DIGEST

Under this title, with the explanatory caption—A Journal for Busy Teachers—there comes to our desk Vol. I, No. 1 of a little magazine, published by the faculty of the State Normal School at Fresno and the County Superintendents of the San Joaquin Valley. The magazine is to appear monthly during the school year, the subscription price is 50c, and the Editor is George H. Huntting. Associated with him are Edna Orr James, Maude E. Schaeffer, C. L. Phelps, and Hiram W. Edwards, all of the Fresno Normal Faculty.

In the editorial, Mr. Huntting says: "The purpose of this *Educational Digest* is to help the busy teacher to keep busy, and at the same time to keep up with what is most worth while in the leading educational magazines of the month." There is indeed need enough of teachers securing in brief form, the main features of the worth-while articles of the month. There are, of course, magazines that serve this very purpose, but these may not be available for all teachers.

The *Educational Digest* will, we hope, be an inspiration and help to the teachers of the San Joaquin, in carrying to them the message from the Normal School. San Diego, Los Angeles and other Normal Schools issue a publication, but not so pretentious as the *Educational Digest*. Indeed, it would be distinctly worth while if each normal school in the state would issue monthly a bulletin, the main purpose of which should be to carry to the teachers local items of importance, and to bring before them the latest in school organization, methods, courses of study and the like, as exemplified by the Normal School. The Normal School should lead, not follow. Success to the *Educational Digest*.

B1 SALARY CASE IN LOS ANGELES CITY

BLANCHE L. VANCE

Chairman B1 Committee; Pres. Los Angeles Teachers' Club

WHEN the Los Angeles Board of Education were considering the salary schedules in June for 1914-15, their attention was called by County Superintendent Keppel to section 1687 of the Political Code which reads: "In all schools having more than two teachers, beginners shall be taught by teachers who have had at least two years' experience, or by normal school graduates; and in cities such teachers shall rank, in point of salary, with those of the assistant teachers in the highest grade in the grammar schools; and in no case shall boards of education or boards of school trustees draw orders for the salary of any teacher in violation of this provision, nor shall any superintendent draw any requisition for the salary of any teacher in violation thereof."

The Board of Education adopted, among other schedules, Schedule A rating teachers of Home Economics, Manual Training, Music and Drawing without Special High School Certificates and all Primary and Grammar Grade Teachers in the Elementary Schools; Schedule B rating Emergency Teachers, Teachers of Ungraded Schools, Parental School, Special Schools, Trade Schools, Physical Culture, School Gardening, Drawing and Music Teachers with High School Certificates, and Intermediate Teachers holding Grammar Grade Certificates; Schedule C rating Intermediate Teachers holding High School or Special High School Certificates and all High School Teachers.

When the first month's warrants were due, Mr. Keppel notified the Board of Education that salaries paid under Schedule B were illegal because they were higher than B1 salaries. The Board of Education stood by the contract with teachers under Schedule B, whereupon Mr. Keppel withheld the warrants of the 189 B1 teachers employed in the Los Angeles city schools.

Evarena Mayne, representing the B1 teachers, appealed under section 1699 to State Superintendent Hyatt for her withheld salary according to section 1687. Superintendent Hyatt replied that her case was not one of 1699 but of the interpretation of 1687 by a competent court. It was decided to petition the Superior Court for a writ of mandate against Mr. Keppel for her warrant as issued by the Board of Education, thus bringing a friendly suit to settle the question at issue.

The argument centered around the interpretation of the term "assistant teacher" as used in section 1687 and whether or not B1 teachers should be paid the highest salary paid to any eighth grade teacher. The counsel for the Board of Education, who intervened in the case, contended that because teachers under Schedule B are teachers of special subjects and

are not responsible for scholarship, attendance or promotion, they are therefore not assistant teachers. That since Boards of Education may establish different schedules based upon different years of experience they may also establish schedules based upon kinds of work done. That section 1687, having been established in the year 1872 and amended in 1893 does not provide for special teachers because at that time there were none.

Counsel for the defendant argued that there is no sanction in law for special teachers and that any teacher who instructs any child in any subject, in any grade, is an assistant teacher, and contention to the contrary is manifestly absurd. If the special teachers are not assistant teachers, then plainly the Board of Education is violating Section 1861 which reads: "The state school fund must be used for no other purpose than the payment of the salaries of teachers of primary and grammar schools." Evidence was introduced by the defense to show the discrimination against B1 teachers in Schedule A as in favor of teachers in Schedule B, and a chart illustrating the following figures was submitted.

Years of Experience	Schedule A	Schedule B	Earning of teachers in Schedule B over teacher of beginners in	
			Schedule A	Schedule C
1.....	\$ 750.00	\$ 1,200.00	\$ 450.00	\$1,200.00
2.....	800.00	1,260.00	460.00	1,250.00
3.....	850.00	1,320.00	470.00	1,320.00
4.....	900.00	1,380.00	480.00	1,380.00
5.....	950.00	1,440.00	490.00	1,440.00
6.....	1,000.00	1,440.00	440.00	1,500.00
7.....	1,050.00	1,440.00	390.00	1,560.00
8.....	1,100.00	1,440.00	340.00	1,600.00
9.....	1,150.00	1,440.00	290.00	1,640.00
10.....	1,200.00	1,440.00	240.00	1,680.00
	\$9,750.00	\$13,800.00	\$4,050.00	
For 10 year average	975.00	1,380.00	405.00	

Attention was called to the fact that under Schedule A, a B1 teacher begins at \$750 and reaches in ten years the maximum of \$1200, while a teacher under Schedule B begins with \$1200 and in five years receives the maximum salary of \$1440. It was plainly the intention of the legislature to secure the best instruction for beginners and not allow Boards of Education or Trustees to discriminate against teachers in point of salary. Unless the statute be interpreted as requiring the teachers of beginners to be paid the highest salaries paid assistants in the eighth grade, it would be possible for school authorities to employ assistant teachers in the eighth grade for special work, and pay them a very low salary and avoid the intent of the legislature by fixing the salaries of the teachers of beginners at an equally low figure. During the argument the following sections were quoted: 1106, 1661, 1662, 1663, 16661, 16871, 1771, and 1861.

B1 teachers of the city and county are anxiously awaiting the decision of the court as well as all elementary teachers who realize the importance of this section in protecting the salaries of all elementary teachers.

SCHOOL WOMEN'S DAY AND LUNCHEON*

The annual School Women's Day and Luncheon which took place at the Hotel Oakland, Saturday, October 24th, under the auspices of the State Federation of School Women's Clubs, was a brilliant success socially and professionally.

Addresses of welcome were made by Miss Frances Murray, President of the Oakland School Women's Club; Mr. A. C. Barker, Superintendent of City Schools, and Mr. George A. Frick, Superintendent of the Alameda County Schools. Mrs. Mary M. Fitz-Gerald presided at both convention and luncheon. Among the speakers were some of the best known educators of California.

The following program was presented: "What Lack the Yet?", Mrs. Laura L. Harford; "Music in the Public Schools," Mrs. Agnes Ray; "Medical Inspection of Public Schools," Miss Agnes Howe; "Social Values in Education," Miss Blanche F. Morse; "Vocational Guidance," Miss Ednah A. Rich; "What Teachers Can Do to Help the Travelers' Aid Movement," Dr. Anne M. Nicholson; "School Women and the Exposition," Mrs. Frederick G. Sanborn; "Status of Women in the C. T. A.," Miss Minnie Coulter; "What the San Francisco School Department Offers for the Exposition Year," Miss Sarah J. Jones; "The New Attitude Toward Education," Dr. Margaret Schallenberger.

The music was beautiful. The artists who contributed to the program were Miss Mary McDermott, Miss Blanche Kummer, Miss Laura Lloyd, Miss May Fitz-Gerald, and Mr. Thomas Frederick Freeman.

At the luncheon the toasts given were: "The State Federation," responded to by Miss Agnes Howe; "School Women at St. Paul," responded to by Miss Elizabeth M. Sherman; "School Women in Civic Life," responded to by Miss Agnes G. Regan; "Improved Boards of Education," responded to by Miss Annie F. Brown; "School Women in the Council," responded to by Miss Annie M. Keefe.

The session was closed by a sight-seeing automobile trip made possible by the able local Committee of Arrangements, consisting of Miss Zannette W. Potter, Miss Margaret I. Poore, and Miss Frances Murray.

A committee under the direction of Miss Stuart decorated the ball room and the banquet room. Beautiful palms, glowing autumn leaves, feathery ferns, and glorious gold and copper colored chrysanthemums not only paid tribute to our wonderful California climate but also made a fitting setting for this long-to-be-remembered feast of reason and flow of soul.

The following resolutions presented by Mrs. Clara M. Partridge, Chairman of the Committee on Resolutions, were passed unanimously:

Resolutions—Professional

Whereas, The whole child is not only a physical animal with ability to toil and an intellect to guide the toil, but also a spiritual being.

Resolved, That the State Federation of School Women's Clubs advocates systematic ethical and moral training in the public schools.

Resolved, That this Federation pledge its support to the cause of social betterment in all its phases, particularly for more and better public playgrounds and open-air schools.

Whereas, The fundamental thing in teaching children is experience and not the place where that experience is obtained.

Resolved, That we pledge our efforts to secure the repeal of rules adverse to the recognition of service in other places.

Resolved, That the State Federation of School Women's Clubs shall stand stanchly for the principle of "equal pay for equal work" and that we shall actively interest ourselves in the enforcement of such laws concerning equal salaries as exist now, and be it further

Resolved, That the Executive Committee of the Federation immediately appoint a committee to confer with and co-operate with the Legislative Committee of the Council of Education.

Resolved, That the State Federation of School Women's Clubs petition the Council of Education to instruct its Legislative Committee to

*Courtesy of Mrs. M. M. Fitz-Gerald, Miss Rose Power, Mrs. Clara M. Partridge and Miss Anna Keefe.

take steps for amending the law governing the payment of salaries changing the day of payment to the first day of the calendar month instead of the first Monday, as it is.

Resolved, That the standardization of janitors and janitor service be one of the serious tasks that the Federation sets for the coming year.

Resolved, That this Federation urge that in the teaching of History and Literature the achievements of peace shall be emphasized rather than the glories of war, and be it further

Resolved, That to this end the courses of study be revised eliminating much of the literature that tends to keep alive the war spirit.

Resolved, That this Federation pledges to the State of California its hearty support of the Panama-Pacific Exposition, particularly in its educational department.

Resolved, That this Federation pledge its support to the cause of the Travelers' Aid Society.

Resolved, That the Federation endorses Amendment No. 11, providing for a bond issue for the University of California and pledges itself to support this amendment.

Resolved, That in accordance with the courtesy of Mr. James A. Barr in assigning a day and the co-operation of Mr. A. C. Barker, Superintendent of Oakland, in expressing appreciation of our desire to help in the entertainment of the National Education Association, the State Federation of School Women's Clubs hold a reception in the California Host Building during the N. E. A. week of 1915, and further be it

Resolved, That this Federation invite and urge all other school women's organizations of the State to share with the Federation the pleasure of being hostesses at that time.

Personal

Whereas, On the third day of July Miss Minnie Barkley of Sacramento, a member of the Executive Board of the Federation, passed away, and

Whereas, Miss Barkley was a noble woman who worked earnestly for the good of mankind, and

Whereas, She was especially interested in the advancement of the cause of School Women's Club, be it

Resolved, That the Federation make record of Miss Barkley's services and express its sorrow that she is no longer with us, and be it further

Resolved, That this appreciation of Miss Barkley be adopted by a rising vote.

Resolved, That a copy of this resolution be sent to the Sacramento School Women's Club.

Resolved, That in the death of Mrs. Mary W. Kincaid, an honorary member of the Yerba Buena and the Kate Kennedy School Women's Clubs, we recognize the loss of a most faithful worker in the cause of education—one whose ideals were of the highest and one who spared no self-sacrifice in carrying out those ideals.

Resolved, That in her death the City of San Francisco and the State of California has lost a most zealous official who worked unselfishly, untiringly, and intelligently for the good of the public schools.

Resolved, That this memorial be engrossed in the minutes of the State Federation of School Women's Clubs.

Resolved, That this Federation pay tribute by these words to all of the many school women and school men who have finished their course and entered into the reward promised to those who have done well.

SIERRA EDUCATIONAL NEWS

Resolved, That the Federation send friendly greetings to Miss Effie B. McFadden, the only Past President who could not be present today.

Appreciation

Resolved, That the hearty thanks of the Federation be hereby extended to the Oakland School Women's Club for its generous hospitality and support of the Federation Day.

Resolved, That the Federation express its appreciation of the courtesies extended by the management of the Hotel Oakland and to those friends who have provided for the automobile trip of the afternoon.

Resolved, That all who have contributed to the program be thanked for their helpful words and pleasant music.

Resolved, That our appreciation be expressed to the press in general, and to the Western Journal of Education in particular, for courtesies extended.

A BOYS' TIME

Dear Mr. Chamberlain:

Saturday evening we were speaking about the actual time that a boy of 18 had spent in school. I wish to submit the following:

18x365x24: 167,680 hours that a boy of 18 has lived.

12 yrs. x 9 mos. x 20 days x 7 hrs.: 15,127 hours or 1.7 years a boy has spent in school. I have started him at 6 and allowed him 9 months of 20 days of 7 hours.

15 yrs. x 52 days x 4 hrs.: 3,120 hours or 0.4 years a boy has spent in church. I started him at 3 and allowed 52 Sundays and 4 hours for Sunday school, church, Christian Endeavor and church; four hours per Sunday.

18 yrs. x 365 days x 11 hrs.: 72,270 hours or 8.2 years a boy has spent in bed asleep.

Leaving 67,170 hours or 7.7 years awake outside of school, church, and bed.

What has he done with this 7.7 years of his life? Who has had charge of him?

Remember I have given him the maximum, for very few boys are in school every day. Very few go to church four times each Sunday. Very few will average 11 hours asleep.

GEORGE M. GREEN,
Principal High School, Inglewood, California.

SOUTHERN SECTION—C. T. A.

Meeting at Los Angeles, the evening of Dec. 22d, and continuing the 23d and 24th. Mrs. S. M. Dorsey, President; J. O. Cross, Secretary. The largest and best meeting in the history of the organization in anticipation.

Our Book Shelf

The Next Generation. By Frances Gulick Jewett. Ginn and Company, pp. 235, price 75 cents.

The Next Generation is a book with a purpose. Teachers are urged to read it carefully before passing judgment. The author's purpose is to teach young people the fundamental facts of biology. Nowhere does she speak of "sex-hygiene" or "personal purity," etc., words that have caused so much misunderstanding. In such chapters as Mendel and his Garden Peas, Evolution of the Horse, A Few of Darwin's Facts, Germ Cells Damaged by Alcohol, Three Steps in Race Improvement, etc., Mrs. Jewett impresses upon the reader the important facts of life and right living.

Although the book is written for first year high-school pupils it may be used also in the eighth grade.

Special pamphlets for reading, and not for recitation, may be secured free of charge by teachers using the book. These pamphlets contain material that cannot be given effectively in mixed classes. In this way important facts of life reach the pupil in a matter-of-fact, way as supplementary reading.

The Next Generation is a vital book, and if used wisely will result in untold good.

The Discipline of the School. By Frances M. Morehouse, with Introduction by Lotus D. Coffman. D. C. Heath & Co., pp. 342, price \$1.25.

If, according to Dr. Coffman, "the most important cause of teacher mortality is weakness in discipline," then Frances M. Morehouse's book on discipline will long be remembered as the teacher's life saver.

Since the days of the picturesque dunce-cap we have had more than the well known fifty-seven instrumentalities of punishment. In this excellent book on a timely and important subject the author appeals to reason. Take for example Chapter XVI on the Supervision of Discipline. Note the topics: The Supervisor's Duty, Analyzing the Situation, The Ideal of Order, A Constructive Program, Giving the Ideal, Indirect Helps, Finding the Cause, Correcting Poor Routine, Motives, "Fat and Lazy," The Love of Fun, The Persecuting Impulses, Bases for Friendliness, His Right to be Heard, etc.

These are sufficient to suggest the author's viewpoint. The Appendix contains a valuable Classified Bibliography, Questions for Study, and Blank Forms for Use in Securing and Maintaining Good Order.

The Progressive Road to Reading, Introductory Book Four. Silver, Burdett & Company, pp. 240, price 45 cents.

Introductory Book Four paves the way to The Progressive Road to Reading, including interesting stories from Celtic, Swedish, German and Greek literature. This excellent series of readers is progressive in the sense that the work of each succeeding grade is to begin where that of the preceding grade left off. The dramatic treatment of the stories solves the problem of interest and attention. The physical qualities of the book are superior, as usual. Fine large type that can be read with ease gives it a pleasing effect.

The Vanguard. By Katrina Trask. The Macmillan Company, pp. 148, price 50 cents.

The Vanguard, a play in three acts, is a strong appeal for peace. Dr. P. P. Claxton, United States Commissioner of Education, was so deeply impressed with its potential power as a teacher of peace, that he sent, through the kindness of the American School Peace League, copies of Katrina Trask's books to thousands of school people throughout the country. In his letter, Dr. Claxton says: "I believe you will agree with me that this is an opportune time to inculcate the lessons of peace back in the minds and hearts of those who will soon have in their hands the

destinies of the Republic." Teachers of California will do well to read this strong play to the class and to see to it that extra copies are purchased for the school library.

A Civic Biology. By George W. Hunter, Head of the Department of Biology, De Witt Clinton High School, New York City. American Book Company, pp. 432, price \$1.25.

"In a recent questionnaire sent out by the author and answered by over three hundred children studying biology in the secondary schools of Connecticut, Massachusetts, New Jersey, and New York, by far the greatest number gave as the most interesting topics those relating to the care and functions of the human body and the control and betterment of the environment."—These words from the "Foreword to Teachers" give the author's point of view. Mr. Hunter has made a selection of topics that are essential to a well-balanced course in elementary biology directed toward civic betterment.

The Appendix, a very valuable supplement, contains: Suggested Course with Time Allotment and Sequence of Topics for Course beginning in Fall; Suggested Syllabus for Course in Biology beginning in February and ending next January; Hygiene Outlines; Weights, Measures, and Temperatures; and Suggestion for Laboratory Equipment.

Bushnell Outline for Drawing and Color Work. By Mrs. Edith M. Bushnell, Art Department, Mission High School, San Francisco, formerly Supervisor of Art, Palo Alto. Milton Bradley Co. Eight sets—one for each grade; price 15 cents per set.

The Bushnell Outlines have already been tried and have been found to be one of the most effective aids to good work in drawing and color work. The sets contain from twelve to twenty-four cards 6 x 9 upon which are given directions and suggestions for the particular grade, for example:

First Grade. Fifth Month. First Week.

Landscape. Moonlight.

Crayon.

Suggestions: "Talk to the children about the change that comes after the sun goes down and it gets dark. Then talk about how the moon comes up and partly lights the landscape. Have them do a landscape similar to the sunset only without the brilliant color. The moonlight is a little more yellow than white, or more nearly a rich white, and the green trees and grass are still green but very dark, almost black with purple worked into the black for shadows."

The cards are arranged in logical sequence based upon fundamentals, and include design, perspective, geometrical and free hand drawing, color harmony, etc. In grades 5, 6, 7 and 8 the sets can be placed in the hands of the pupils to let them work out the many valuable suggestions.

BOOKS RECEIVED

All Spanish Method. First Book. World Book Company, Yonkers, N. Y., pp. 280.

Rabenort's Geography (Two Books). The United States by Groups and by State, pp. 232, and North America and the United States, pp. 194. The American Book Company.

A Foundational Study in the Pedagogy of Arithmetic, by Henry Budd Howell. The Macmillan Company.

New Victor for the Schools

An improved type of the special School Victor, embodying important new features suggested through its use in the schools throughout the country.

The turntable is higher, as in the Victrola types, making it more accessible and easier to put on and take off the record.

The lid has a patent hinge and can be quickly removed and hung on the back of the instrument, so the horn can be swung in any direction.

The shelf is hinged and can be raised, making room for the horn under the instrument when not in use, safe and secure from danger.

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With horn placed under instrument safe and secure from danger, and with cabinet locked to protect from dust and promiscuous use by irresponsible people.



Gleanings

Educational Day at the Panama-Pacific Exposition has been set for Saturday, August 21, 1915. This day has been so designated by the National Education Association officers after consultation with Exposition officials, and programs of both organizations will give emphasis to the idea. It is planned that the teachers from the several states will meet in the various state buildings, or at other convenient places, for a short social gathering prior to the program for the day. Each state association should authorize its next president to co-operate with the State Director in this matter.

The Association of American Universities at its recent meeting at Princeton, elected Pres. Vincent of the University of Minnesota as president. President Wheeler of the University of California attended the meeting.

Frequently time is needlessly consumed by the calling of the roll at Institutes. Supt. Lulu White

Osborne of Shasta Co. has a post card record for each teacher. These are to be filled out and at the close of the sessions, mailed to the Superintendent's office.

Valparaiso University's second quarter opens on December 8th. January 1st the institution will have completed its forty-second year. Each year the school has continued to increase its enrollment, departments and facilities. The authorities announce with great pleasure that they have recently purchased some farming property which will enable them to immediately offer an excellent agricultural course. The new \$75,000 Domestic Science Building, which has just been completed, will be ready for occupancy at the opening of the second quarter. The Music School is planning a number of recitals. It will conclude its program with the annual May Festival which assembles the biggest musical artists in the country.

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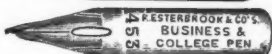
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Webster's Elementary School Dictionary

This new book of 720 pages contains 45,000 words and phrases, and 900 illustrations. It supersedes the Common School and the Primary. It meets the needs of elementary schools well-nigh perfectly. It is bound in strong buckram to stand constant use for five years. It lists at 90 cents.

Webster's Secondary School Dictionary

This new book is clearly the best abridged dictionary in English. It contains 864 pages, 70,000 words and phrases, and 1000 illustrations. It supersedes the Academic and the High School. It lists at \$1.50 (indexed, \$1.80). Like the Elementary School, it is strongly bound in red buckram to stand eight years' wear.

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Cincinnati

Chicago

Dean Herman Schneider of the University of Cincinnati has been given permission by the Board of Trustees to accept the position of co-supervisor of co-operative and continuation work in the New York public schools. The position was offered Dean Schneider about two weeks ago, but he withheld acceptance until the Board of Trustees had passed on the matter.

The Board of Education of New York had made an appropriation of \$10,000 salary fund to be paid Dean Schneider and to William Wirt of Gary, Ind. Each of the experts in the new educational system will give one week of each month to the work in the New York schools. Dean Schneider introduced the co-operative and continuation work in Cincinnati. The plan as it will be followed in New York will be to give each child now employed some school work each day.

Penmanship Lessons are free to every teacher in California who will write for same to A. N. Palmer

Co., 30 Irving Place, New York. There are a great many teachers who have never had an opportunity to learn correct methods of writing. But that can be easily remedied by a little practice every day. Drop a line to Mr. Palmer and watch results.

The School Masters' Club, San Francisco, held its regular meeting Oct. 17. The chairman of the evening, Prof. R. L. Green of Stanford, introduced Dr. O. L. Elliott of the same institution, who spoke upon the subject, The Educational Market.

Study Latin-American Countries, is the plea of Dr. P. P. Claxton, Commissioner of Education, in a letter to high school principals. Dr. Claxton declares:

"We should teach in our schools and colleges more of the geography, history, literature, and life of the Latin-American countries,



POST'S Drawing Inks

¶ Made from the highest quality materials. The black inks contain no color but an especially prepared carbon of the highest purity.

¶ The colors are brilliant, intense and permanent. No chemicals used that affect drawings or instruments.

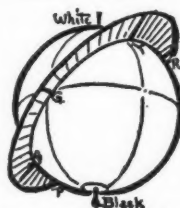
¶ All the inks have perfect flowing and drying qualities and are kept uniform by laboratory tests. They are not affected by age or climate.

Black and Eleven Brilliant Colors

The Frederick Post Company

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Write for Sample Bottle, Color Card and Price List.



Munsell Color System

tests and balances color by measurement. The middle colors with gray, black, and the maxima of red, yellow and blue, on which the Munsell Color System is based, should be used in the form of crayons, water colors, atlas of charts, color tree, sphere, etc.—the only way to obtain an accurate knowledge of color harmony. The Munsell Color System is used in leading art schools, universities, colleges and in the public schools of New York and other cities. To introduce this system we will send you box of water colors and camel's-hair brush for 40c in stamps or money order—regular price 50c.

Explanatory circular O and price list free for the asking.

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To study commercial correspondence without a preliminary or contemporary training in the principles of English Grammar is like building a house without an adequate foundation.

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Business
English and
Correspondence

JUST PUBLISHED

has been prepared in response to a widespread demand for a practical, comprehensive textbook on the fundamentals of English and business correspondence. Not only is grammar, spelling, punctuation, and composition reviewed, but there is also a thorough treatment of letter-writing, advertisements, reports, and business papers. The exercises, most of which have been tested in the classroom, are abundant, and within the average pupil's experience and comprehension. The book is admirably suited for either regular or supplementary work in English or Commercial classes.

Ginn & Company

PUBLISHERS

20 Second Street, San Francisco



Say you saw it in the Sierra Educational News

and we should offer instruction in the Spanish and Portuguese languages to a much larger extent than is now done.

"All our relations with the republics to the south of us are bound to become much more intimate than they have been in the past. The completion of the Panama Canal, the changes in commercial relations brought about by the war in Europe, as well as other recent events, have served to call the attention of the people of the United States to the recent rapid growth and development of the Latin-American republics."

Conference on Training Teachers

The United States Commissioner of Education has called a conference of specialists in charge of departments in State universities, normal schools and other institutions for the training of teachers for vocational schools, and presidents or directors of such institutions, to be held in connection with the 1914 annual convention of the National Society for the Promotion of Industrial Education, Richmond, Va. The conference will be held, by invitation, in the rooms of the Richmond Business Men's Club, Friday evening, December 11. Application for copies of the program of the conference and cards of admission, should be addressed, before December 1, to W. T. Bawden, U. S. Bureau of Education, Washington, D. C., who is in charge of the arrangements.

"Preserve Your Text Books" is the slogan of the Holden Patent Cover Book Co. of Springfield, Mass. If your text books are short lived give them the "longevity cure." The Holden Patent Book Cover Company is saving thousands of dollars to school districts. Reduce the cost of living by adopting this common sense method of economy.

Thanksgiving and Christmas

Little Classics Thanksgiving Stories. Stories of the Old New England. Our Pilgrims Forefathers. Christmas Stories, Coming of the Christ Child. Christmas Carol. Price, per copy, 5 cents postpaid.

Blackboard Stencils No. 139—Merry Christmas. 140—Holly Border. 269—Christmas Tree. 274—New Santa Claus. 316—Santa Claus and Stockings. 283—Mayflower Ship. 284—Landing of the Pilgrims. 307—Home for Thanksgiving. 479—Pilgrims going to Church. 491—Turkey Border. Order by number. Price, each, 5 cents; six for 25 cents, postpaid.

Plan Books by Marian M. George. Primary Plan Books for November and December. Price, each, 25 cents. Intermediate Plan Books for November and December. Price, each, 25 cents.

Entertainment Books

Thanksgiving Entertainments, Sindelar, Price 25 cents. Thanksgiving Celebrations, Schell, 35 cents. Christmas Celebrations, Sindelar, 25 cents. Christmas Gems, Smith, 25 cents. Christmas in Other Lands, George, 25 cents. New Christmas Book, Sindelar, 30 cents. How to Celebrate Thanksgiving and Christmas, 25 cents. Thirty New Christmas Dialogues and Plays, 30 cents.

Complete descriptions are contained in **Teachers' Catalogue**. Free on request.

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A SIMPLE AND STIMULATING SERIES FOR
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GEOMETRICAL AND
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A post card will tell you how our Service Depart-
ment can assist you to achieve the best results in
your work. Just ask for details about the Bushnell
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SIERRA EDUCATIONAL NEWS

At Salinas, Monterey Co., on Oct. 19-22, Supt. Hannessy called his Institute. During the sessions practically all of the teachers of the county visited the great Spreckles' Sugar Refinery, the largest of its kind in the world. Supt. W. J. Cagney of San Benito Co., Miss Clara Barnhisel, Palo Alto, Edward Berwick, Pacific Grove, and Dr. E. P. Cubberley, Arthur H. Chamberlain and C. E. Rugb were the instructors.

County Supt. Wight of San Luis Obispo arranged a well balanced Institute for Nov. 4, 5, 6. Musical and literary features, and social en-

tertainment were given prominence. One evening was devoted to reception and music, the teachers of the city of San Luis Obispo offering the entertainment. William Lee Greenleaf of the Santa Monica High School as a reader and an interpreter of Shakespeare was especially fine. His selections showed him to possess wide range of ability. Supt. Mark Keppel, Secy. Chamberlain of the California Council and George Wharton James were speakers upon the program. Mr. Keppel understands how to help the teacher to real practical things. Dr. James delighted his audience at every appearance.

BOYNTON - ESTERLY TEACHERS' AGENCY

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Other offices: Boston, New York, Washington, Chicago, Denver, Portland.
For the past three years the Fisk Teachers' Agency has filled more positions in California than in any other state. Reliability and Efficiency are our watchwords. Send for Registration Form and Circulars.

SUPERINTENDENTS AND PRINCIPALS

If you are in need of a teacher for any Department of School Work, write or wire us your needs. We assure you of prompt and efficient service.

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AGENCY, EMPIRE BLD'G, DENVER, COLO.

Wm. Ruffer, Mgr.

The largest Teachers' Agency in the Rocky Mountain Region.

THE OAKLAND BANK OF SAVINGS

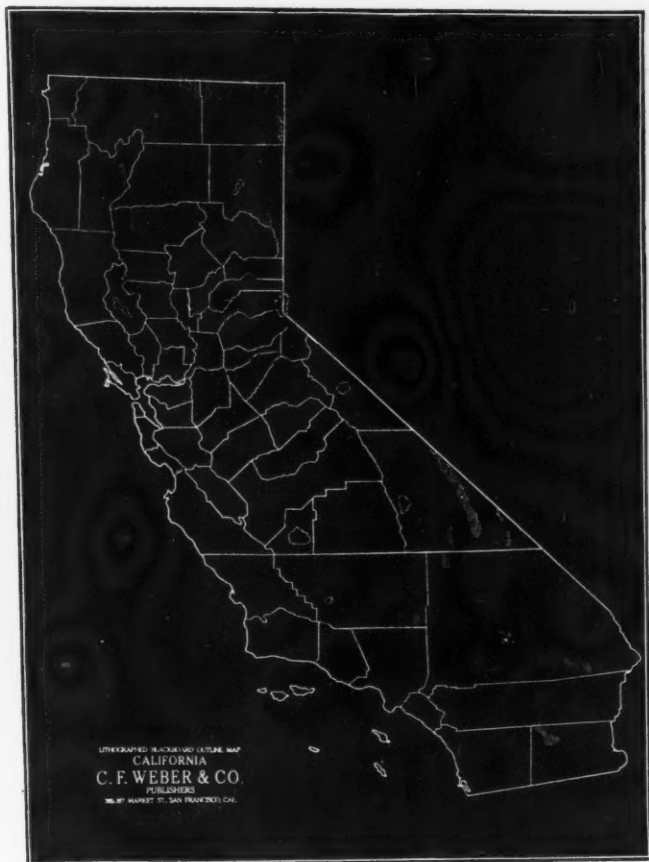
The Oldest and Largest Bank in Alameda County

Resources Over \$24,000,000.00

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Blackboard Outline Maps and Maps and Globes of all Kinds

We publish State and County Maps
and carry in stock general School
Maps of all kinds and of all pub-
lishers. Send for catalog.

C. F. WEBER & CO.

SCHOOL FURNITURE AND SUPPLIES

365-367 Market Street
San Francisco, Cal.

512 South Broadway
Los Angeles, Cal.

Say you saw it in the Sierra Educational News

When in San Francisco.—Attention is called to the Hotel Von Dorn in San Francisco, which, under the management of Mr. T. Maddox, is catering specially to the teachers of California and their friends. The Von Dorn, while centrally located, is just outside the noisy business center, on Turk street, between Leavenworth and Jones, only a few minutes from the business and theater districts.

The hotel is fireproof, elegantly furnished throughout, and unusually adapted for social and entertainment facilities. Prices are within the reach of the pocketbook of the average teacher. For convenience, comfort and courtesies consistent with moderate prices, the Von Dorn is unexcelled.

Two early Fall Institutes were those of Trinity Co., Sept. 22-24, and Shasta Co., Oct. 19-21. At Weaverville, Mrs. Aldrich had upon her program Mrs. M. G. Hyatt, Will C. Wood and Arthur H. Chamberlain. Never more than two and in some instances only one address was given in a session. This afforded the teachers abundant opportunity for discussion and social matters.

At Redding, Mrs. Lulu White Osborne planned an equally sane program, never crowded. Mrs. June C. Miller of Chico, Dr. E. R. Howerth, David Rhys Jones, A. H. Chamberlain and Dr. E. R. Snyder were the speakers. The reception was a particularly enjoyable affair.

In Arizona, at Prescott, there was held on Oct. 13-16 the Joint Institute of Apache, Navajo and Yavapi Counties. The speakers from California were Miss Kate Ames, W. G. Hartranft and Dr. L. M. Terman.

"California's Sugared Sunshine" is the delicious figure of speech in an advertisement in this issue. Here is a rare opportunity to send your friends a real California present—and so inexpensive. A 6½ lb. Christmas box containing a variety of the finest quality of sun dried raisins—all for one dollar. Address Fresno Raisin & Fruit Products Co., Fresno, Cal. Be sure to say you are a member of the C. T. A.

The Marvelous Record of

BUHLIG'S Business English

Published in May, 1914

Used as text in September, 1914, by hundreds of high schools all over the United States. The following are included in the list of adoptions:

PACIFIC STATES

California

Los Angeles, Visalia, San Jose, Santa Clara, Santa Monica, Hanford, San Rafael, San Diego.

Washington
Seattle

NEW ENGLAND STATES

Worcester, Mass.
Fall River, Mass.
Newton, Mass.
Bridgewater, Mass.
Melrose, Mass.
Bangor, Maine
Bar Harbor, Maine
Manchester, N. H.
Middlebury, Vermont
Torrington, Conn.

ATLANTIC STATES

Washington, D. C.
Trenton, N. J.
Chester, Pa.
Atlanta, Ga.
McKeesport, Pa.
Johnstown, Pa.
Rochester, N. Y.
Carnegie Technical School
Pittsburg

MIDDLE WESTERN STATES

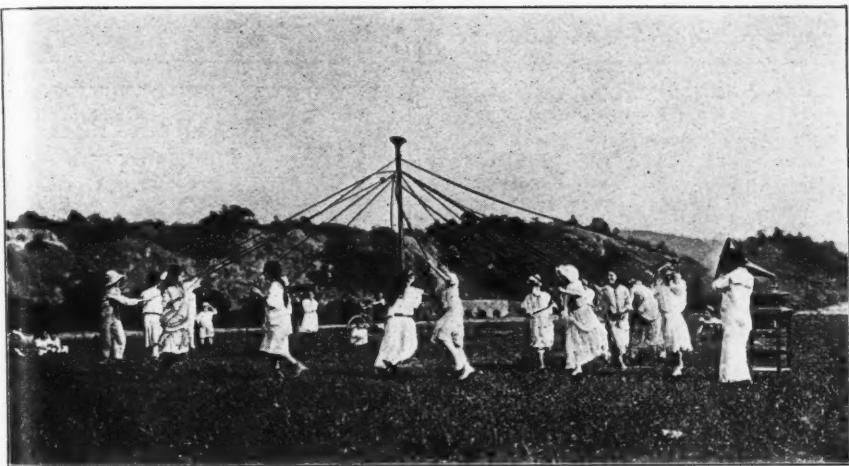
Hannibal, Mo.
Dayton, Ohio
Green Bay, Wis.
Evanston, Ill.
Elgin, Ill.
Galesburg, Ill.
Munkato, Minn.
Sandusky, Ohio
West Aurora, Ill.

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Charles F. Scott



A Columbia Grafonola

saves the price of a piano and the expense of a pianist.

Its Loud, Clear Tone

is what you need for your Folk Dancing and Marching.

Send for our catalogue of Folk Dances and Educational Records.

COLUMBIA

Graphophone Company, N. Y.

334 Sutter Street

San Francisco, Cal.



“Teacher!

May we have a
Columbia Grafonola
for our school?”

Say you saw it in the Sierra Educational News

653

More New Advertisers.—The Colgate Company and the Columbia Graphophone Company have joined our circle of advertisers. Both these well known corporations invite correspondence. The former will be glad to send interesting data on the care of the teeth, and the Columbia Company will be pleased to keep teachers informed about their latest musical records for school use.

War Items:—(From the London (Eng.) Teacher, Oct. 23, 1914.)

"Five of the old boys of the L. C. C. Portslade Industrial School were, we regret to say, wounded at the battle of Mons, and two have since died."

"The 1st Battalion of the 10th Middlesex are shortly leaving England for India. This regiment contains two companies of teachers."

"Twenty-one handicraft instructors have entered the army, and it is understood that others are to follow."

"As regards new appointments, teachers who are German or Austrian subjects are not being appointed."

On Nov. 13, the teachers of San Benito Co. were given a "Visiting Day," and journeyed to the San Jose Normal. A special railroad rate was offered. Supt. Cagney expects much good to result from such a visiting day.

Department of Superintendence, N. E. A., Cincinnati, Ohio, Feb. 22-27, 1915.

Free GUARANTEED American Silk HOSIERY

We Want You to Know These Hose

They stood the test when all others failed. They give real foot comfort. They have no seams to rip. They never become loose and baggy as the shape is knit in, not pressed in. They are GUARANTEED for fineness, for style, for workmanship, absolutely stainless, and to wear six months without holes or replaced by new pairs free.

OUR FREE OFFER

To every one sending us 50c to cover shipping charges, we will send, absolutely free:

Three pairs of our famous men's AMERICAN SILK HOSE with written guarantee, any color, or

Three pairs of our Ladies' Hose in Black, Tan or White colors, with written guarantee.

DON'T DELAY — Offer expires when dealer in your locality is selected. Give color and size.

The International Hosiery Co.
89 Bittner Street
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PACIFIC PLATE BLACKBOARD

School Desks
School Furniture
School Supplies
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Factory Prices—San Francisco Service

THE A. H. ANDREWS CO.

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SAN FRANCISCO

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SEATTLE

Say you saw it in the Sierra Educational News



**The
Foremost
Educators
of the
Present
Day**

are advocating
movable seating
for schools. Be-
cause it gives a

flexibility of arrangement in the school room which is of the utmost advantage and which cannot be attained in any other way. And because it is sanitary and hygienic and at the same time durable and comfortable.

If you are considering the purchase of seating equipment for your schools, why not investigate seating which embodies these advantages.

Drop us a card and we shall be glad to explain the MOULTHROP MOVABLE AND ADJUSTABLE SCHOOL CHAIR to you.

Langslow, Fowler Co.

ROCHESTER, NEW YORK

COAST AGENTS

Whitaker & Ray Wiggin Co.

**770 MISSION STREET
SAN FRANCISCO, CAL.**

Dr. Charles Lincoln Edwards, Director of Nature-Study, Los Angeles City Schools, has been doing some fine missionary work in the State along the lines of live methods of arousing interest in Nature Study. He has distributed a great many reprints of his excellent article on Nature Study published in Popular Science Monthly last April. His week-end excursions with Nature Study "Kiddies" have resulted in a real enthusiastic interest in things that grow and live. Teachers of Nature Study will find many helpful suggestions in Dr. Edwards' article.

"Win a Remington"—for error-proof typewriting—is the tempting offer made to students who can write 60 words a minute or faster, from unfamiliar matter, for fifteen minutes, without error.

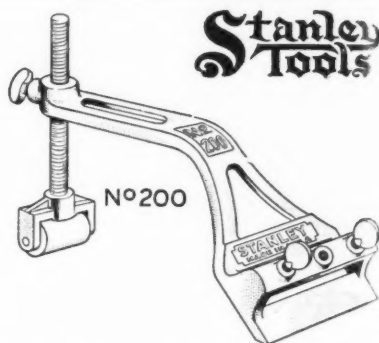
The next Semi-Annual Remington Accuracy Competition will be held in January. Inquire for particulars at the local Remington office in your city.

In San Francisco, William H. De Bell of the Fairmont School, has been appointed Deputy Supt. of Schools.

The Yolo Co. Institute at Woodland, Nov. 4, 5, 6, offered a varied program participated in by Dean David P. Barrows, University of California, E. Morris Cox, Miss Clara Barnhisel, Miss Helene Richardson Fitz, Emerson School of Oratory, Boston, Commissioners Dr. Margaret Schallenger and Will C. Wood, Mrs. June C. Miller of Chico and Tracy R. Kelley, University of California. Mrs. May Dexter-Henshall, the Superintendent.

Superintendent M. G. Brumbaugh of Philadelphia elected to the Governorship of Pennsylvania. And now with President W. N. Ferris as Governor of Michigan, and Professor Frank B. Willis as Governor of Ohio, who says the schoolmaster is not to be reckoned with in the realm of leadership.

National Education Association and International Congresses on Education—Oakland, Aug. 16 to 28, 1915.



Stanley Cutter and Chisel Grinder

A device for holding Plane Irons, Chisels and other similar cutting tools that they may be ground or honed to any desired angle or bevel, insuring an accuracy that is very difficult to obtain when tool is held in the hand.

A specially valuable addition to the small equipment of Manual Training Schools.

We will be glad to mail you circular giving complete description.

Address

STANLEY RULE & LEVEL CO.
NEW BRITAIN, CONN. U.S.A.

Free Instruction in Palmer Method Penmanship

The Palmer System means well-trained teachers, personal supervision by Palmer experts, concise textbooks, and economy. The results obtained by the Palmer Method of Business Penmanship are unparalleled. We are the acknowledged leaders in the reformation of penmanship in the public and private schools of America. The Palmer Method Plan is sound pedagogically; wherever it is followed the penmanship of the pupil is raised to a high standard and enthusiasm is maintained among both teachers and pupils. The school committee of Boston has adopted the Palmer Method exclusively. The Palmer Method is being taught in about ninety per cent. of the Catholic schools of the country.

We are specialists. We realized that teachers cannot teach that which they do not know, and organized our ten-dollar Normal Course by Correspondence;—it is free wherever the Palmer Method is adopted. In New York, Boston, Chicago, Grand Rapids, Detroit, and hundreds of other cities, we have been training, on an average, over 30,000 teachers each year for the last five years. We also have special expert instructors who travel about holding conferences with teachers and giving model lessons in classrooms.

Our textbooks consist of a course of lessons in sequential order, each lesson being a preparation for what follows and a review of what precedes. There are but two books: one, entitled The Palmer Method of Business Writing (wholesale price 16c; single copies, postpaid 25c), for pupils of the third and all other grades above, also for the commercial departments in high schools; and the other, for first and second year pupils, entitled Writing Lessons for Primary Grades (wholesale price 10c; single copies, postpaid, 20c).

All we ask is an opportunity to demonstrate the claims we make.

For particulars address our nearest office.

THE A. N. PALMER COMPANY

30 Irving Place, New York City
32 South Wabash Ave., Chicago, Ill.

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120 Boylston St., Boston, Mass.

Draper's "Sanitary" Adjustable Window Shades



use cotton duck and have a positive acting roller. We lead the market for service, adjustability, and wearing properties. A number of California Schools are now using these shades.

Please send us your inquiries.

LUTHER O. DRAPER SHADE CO.

C. H. Kenworthy,
Whittier, Calif.,
State Representative.

Say you saw it in the Sierra Educational News

Summary of Congresses P. P. I. E.

The following summary will give an idea of the character of the Congresses, Conferences and Conventions already scheduled for San Francisco in 1915:

Agricultural	31
Business	30
College Fraternities	40
Educational	32
Fraternal	38
Geneological	10
Governmental, Civil and Political	20
Historical	1
Industrial	12
Labor	14
Professional	21
Religious	15
Scientific	24
Social and Charitable	12
Total	300

Another Reed College Bulletin.

President Foster of Reed College, Portland, Oregon, with the aid of sixty investigators from the same city has compiled some interesting statistics on moving picture and vaudeville shows in the city of Portland. He points out the dangers that beset the school children and at the same time emphasizes the great value of educational pictures. The bulletin as usual follows the rules of reformed spelling.

Meeting of National Society Promotion Industrial Education in the city of Richmond, Va., December 9th to 12th, 1914.

The city of Richmond has requested the National Society for the Promotion of Industrial Education to make an industrial and educational survey for the purpose of obtaining full information concerning the principal occupations, especially those in which young people are employed, in order to formulate plans for improving the opportunities for training and preparation for the vocations. The survey was begun the first of last May and will be finished the fifteenth of October. The investigation seeks to find out how far the boy or individual can get on in the job; how far the industry can give the worker training which it does not now give, and how great a factor are the schools in preparing for such work, and including "What is the next step."

Gregg Shorthand

is taught in more schools than all other systems combined. There are 1852 cities in the United States in which shorthand is taught in the public high schools. The standing of the five leading systems is as follows:

Gregg Shorthand	974	cities
Benn Pitman	364	"
Isaac Pitman	105	"
Graham	88	"
Munson	32	"

Twenty-nine other systems or textbooks are represented in the remaining 289 cities.

Gregg Shorthand is taught in at least 65% of the private business schools. The reasons for its leadership are:

Simplicity—It is the easiest of all practical systems to learn.

Legibility—It holds the world's record for accuracy at high speed—99.6% perfect.

Speed—Gregg writers won first, second and third places in the Fifth International Shorthand Speed Contest. President Wilson's official reporter is a Gregg writer.

TEACHERS' INSTRUCTION---FREE

The large number of schools now teaching the system and the new ones adopting it each year creates a constant demand for well-qualified teachers. Write today about our free correspondence instruction for teachers.

Ask for Booklet SEN 16.

THE GREGG PUBLISHING COMPANY

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SAN FRANCISCO

DOYLE'S UNGRADED ARITHMETIC (TEST QUESTIONS)

F. L. Doyle

Bairdstown, Los Angeles

Many critics of the present public school system in this country say that our Arithmetic is not practical. We offer the following ten problems as proof of the absurdity of the assertion.

1. A big stiff bot 4 acers ov land and sold em to another guy fer twict whut he payed. find gain er lost and how mutch?

2. Mr. Jones lost his mind and his sons went to Cort to git his estait. When the case wuz settled it wuz discovered that they wasnt no estait but \$322,345.66 lieabilitys. Find who wuz the hair to the estait?

3. A boob bot 2 cows frum a nut, payin fer the first cow twict whut he wuz wuth and payin fer the second one-haff whut she were wuth. Ef he got em both on credit, who lorst and how mutch.

4. 4 men went inter bizness. Fust put in \$.35, second put in \$.43, third put in \$.25. How mutch did the foarth put in ef the totle amt. in the trezurry wuz \$.34, and he wuz Trezurrer.

5. A Dago purchast a bunsh of bannanners at per lb., \$.23. He sold em sos to gain 68%. How mutch a doz. did he git?

6. A cow are tied by a roap 13 ft. length. The roap busts and the cow continus to eet. find radeus ov circul in which she travels?

7. 2 Japs and a Chink held up a Hottentot back ov a Turkish bathous. The Hottentot wuz busted and the 2 Japs an the Chink wuz capturd and tuk befoar the Jedge. How mutch did eech git?

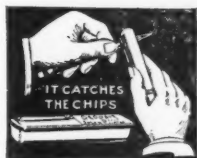
8. A coon wuz in the chickunhous ov a man with a shotgun. Said man seen afoarmenshunned coon as he wuz gittin over a fence. Whut happent and whare.

9. At a calfarmearia a surtin gent bot, Beens, \$.12, Caik, 14, Bred, .03, Onyuns, 24, Kraut, 21. The check giv to him wuz for \$1.24. How come?

10. A man with 1 leg and man with 1 arm git into a fite. how is rules to be fixt to maik it a fare scrap?

TEACHERS' IDEAL XMAS GIFT TO SCHOLARS

DEPOSIT PENCIL POINTER.



Hundreds of thousands in use. Especially adapted to the pocket, school room or desk. Will last for months. Will not break the lead, waste the pencil or litter the floor. The adjustable blade shaves like a plane. Send a dime and get one. Satisfaction guaranteed. 1 Doz. 90c; 2 Doz. \$1.75; 3 Doz. \$2.55; 6 Doz. \$4.80; 12 Doz. \$9.00.

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125 Pingree Ave. Detroit, Mich.



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FILMS DEVELOPED AND PRINTED—LOWEST PRICES POSSIBLE
THE ART SLIDE STUDIO

964 Market Street, San Francisco

LANTERN SLIDES

Made to order from your negative, 25c each. Largest stock for rental on coast
High Grade Stereopticon \$25.00

EDWARD H. KEMP

833 MARKET ST., SAN FRANCISCO

Say you saw it in the Sierra Educational News

ANTI-SLANG WEEK

We have made a definite campaign against the growing use of slang. I do not know how permanent our reform will be, but we are at least impressing upon pupils what is slang, and what is not. I believe the idea is good and worth the little effort it costs. The notices are posted throughout the school.

H. O. Williams,
Principal High School, Sacramento.

The week beginning November 2d will be known as "anti-slang week" in the Sacramento High School.

The purpose is to impress upon the habitual users of slang the slovenliness of the habit: that there is a good English word to be used in place of the slang substitute, and that the constant use of slang is not only a sign of poor vocabulary, but a preventive of the acquisition of good vocabulary.

No pupil using slang in a recitation is to be permitted to continue his remarks. He must be seated and be graded 0% on that particular answer. The chance to retrieve himself during the period is left to the judgment of the teacher.

In case of doubt, the New Standard Dictionary shall be taken as authority.

Teachers will keep a record of those who are obliged to take their seats.

Please Post This Conspicuously in Your Room.

Sunset Limited

EVERY DAY
No Extra Fare

3 Days to New Orleans

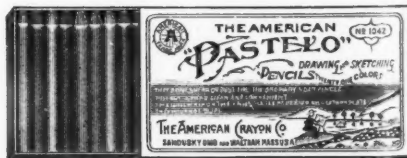
Via Los Angeles

FROM
San Francisco 4:40 P. M.
(Ferry Station)

Southern Pacific

The Exposition Line — 1915
First in Safety

Used in the San Francisco Schools,
giving perfect satisfaction for
the past 5 years



21 CRAYONS 10c PER BOX

Pastelo is a strong, practical
pastel for school use.

See the beautiful exhibit, with
many Pastelo drawings, of The
American Crayon Co., at the Pan-
ama Exposition, in the section of
Fine Arts, Dept. of Education.

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December 2, 3 and 4 at Red Bluff, are the time and place of the Northern Section meeting of the California Teachers' Association. A strong program has been arranged and a special effort has been made to give the visiting teachers a rare combination of intellectual and social treats. Summary of reports will be given in December issue.

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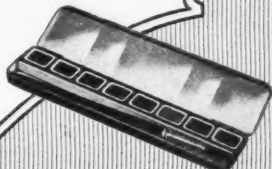
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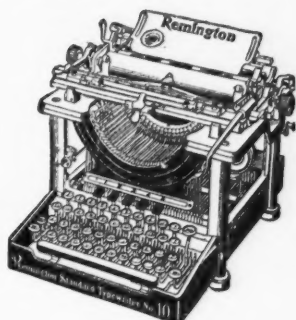
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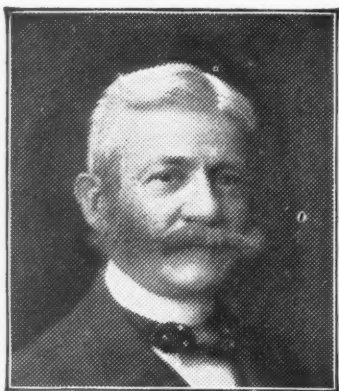
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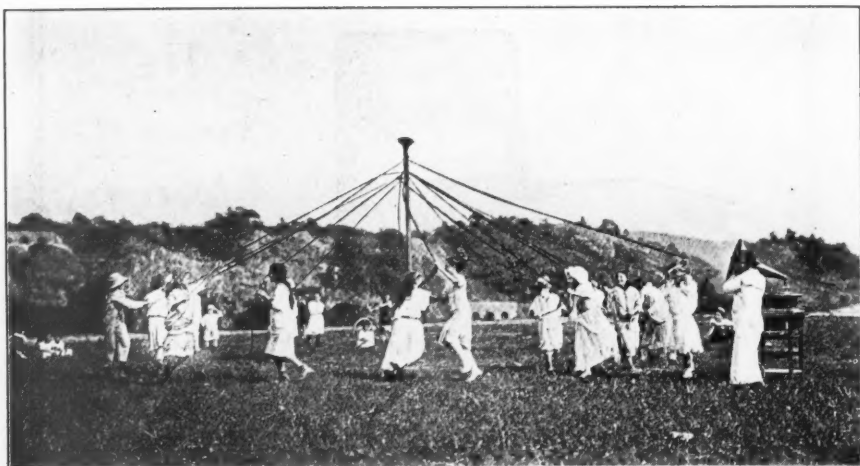
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